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Physical Education Curriculum Guide
Grades K-12

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MONTANA IN ACTION
Physical Education Curriculum Guide

Grades K-12

Sharon K. Dinkel
President
Montana Association for Health, Physical Education, Recreation and Dance

Spencer Sartorius
State Supervisor
Health and Physical Education
Office of Public Instruction

1988
Second Printing

FOREWORD

Physical activity is an important part of both the quality and quantity of an individual's life. Physical education as an integral part of the school program not only develops basic movement patterns in early childhood and lifetime skills in adolescence, but develops attitudes toward a healthier lifestyle that is sustained throughout adulthood. The Montana Association of Health, Physical Education, Recreation and Dance and the Office of Public Instruction support and encourage quality physical education programs for all Montana youth.

Physical education as a part of the total school program must be based on sound goals and objectives. This curriculum guide is designed to give local school boards, administrators and physical educators suggestions and ideas **for their own curriculum development.** This guide will NOT take the place of local curriculum development, program outlines and lesson development, but rather will supplement and enhance that development. It is designed as a tool for program improvement, to stimulate ideas and to offer suggestions and encouragement.

Sharon K. Dinkel, President
Montana Association for
Health, Physical Education,
Recreation and Dance

Spencer Sartorius
State Supervisor
Health and Physical Education
Office of Public Instruction

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INTRODUCTION

It is the purpose of this guide to present a framework for a physical education curriculum and to motivate local schools to develop the best possible physical education instruction for students.

This guide can be used by administrators, classroom teachers and physical education specialists at either the elementary or secondary levels to evaluate present local programs in terms of students' needs, successes and performance abilities and to adapt, modify and strengthen the program wherever the need exists.

It offers options to organization, program content, resources, teaching methodologies and evaluation, consistent with efforts of individualizing and humanizing education.

TABLE OF CONTENTS

A PERSPECTIVE

Philosophy....2

MANAGING THE SYSTEM

Public Relations

What Is Public Relations?....6
Public Relations Message....6
Communication Techniques....7
Public Relations Checklist....7

Organizational Patterns

Class Scheduling Approaches....7
Content Scheduling Approaches....9
Intramural and Interschool Program....10
Classroom Organizational Approaches....12
Teaching Strategies....13

Administration

Responsibilities....16
Planning and Budgeting....18
Policy Guidelines....18
Facility Guidelines....19

Equipment Guidelines

Well-Balanced Program....21
Suggestions for Storing....21
Suggestions for Purchasing....21
Inventory Form....22
Basic Equipment....23
Supplemental Equipment....24

Program Safety

Program Supervision....26
Guidelines for Instructional Areas....27
Accident Reporting....28

Evaluation

Student Evaluation....30
Elements of Evaluation....30
Alternative Grading Systems....31
Evaluation Instruments....32
Program Evaluation....33
Program Renewal....36

THE INSTRUCTIONAL PROGRAM

Instructional Program Design

Quality Factors....38
Learning Objectives....38
Interdisciplinary Approach....39
Program Activities Chart....41

Program Content Grades K-12

Phase I....42
Phase II....45
Phase III....48
Sports (Grades 7-12)....64

Physical Fitness Program

Philosophy....90
Components of Fitness....90
Exercises....91
Fitness Tests....91

Adapted Physical Education

Program Objectives....92
Learning Objectives....92
Quality Factors....93
Participation Levels....93
Activity Suggestions....94
Montana Special Olympics....94

Elective Program

Performance Objectives....95
Optional Activities....95

SUPPLEMENTAL PROGRAMS

Intramural Program

Philosophy....97
Noon Hour Program....97
Co-Recreational Program....97
Suggested Activities....97
Quality Factors for Intramural-Extramural Programs....98

APPENDIX:

General References....100

A PERSPECTIVE

Physical Education Philosophy

PHYSICAL EDUCATION IS . . .

a process that contributes to the development of the individual through the natural medium of physical activity—human movement

while . . .

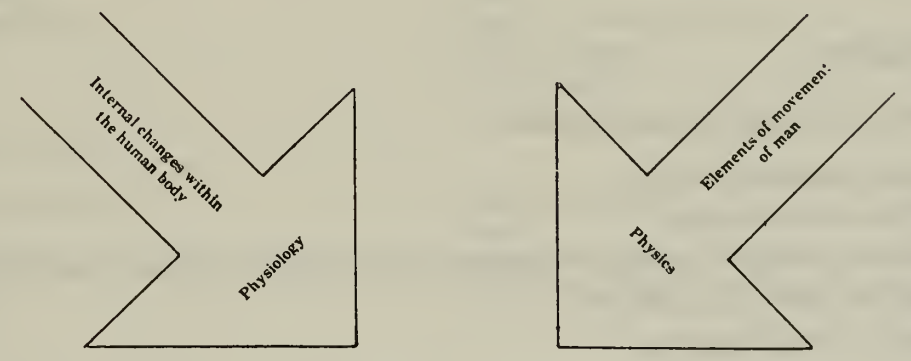
recognizing the unique characteristics of children—physical, mental, emotional and social.

Research

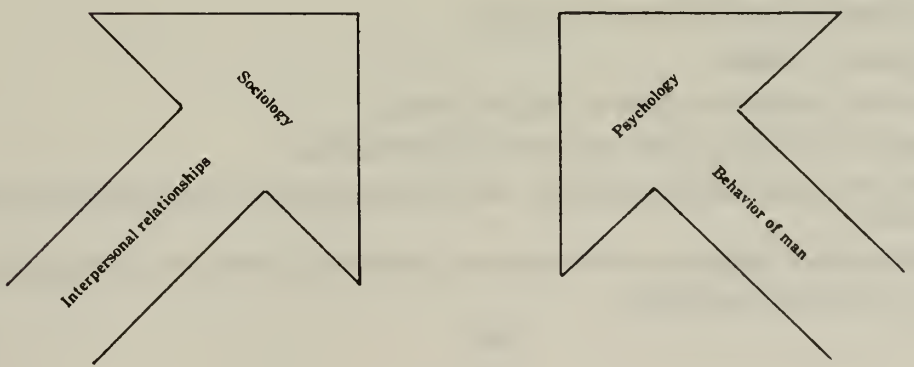
The role that physical exercise plays in the maintenance of health and the recovery from serious disease is highlighted by the following research* findings:

1. Physical activity relates to weight control.
2. Physical activity needs for women and girls are the same as for men and boys.
3. Muscle tension can be relieved by moderate exercise.
4. Lack of physical activity relates to coronary heart disease.
5. Physical activity improves functional efficiency at any age.
6. Physical activity aids in the adaptation to stress.
7. The role of exercise in lung ventilation is significant.
8. Longevity relates to physical activity.

*(Abstract from *Science and Medicine of Exercise and Sports*)



PHYSICAL EDUCATION
IS A DISCIPLINE



Physical Education Is Essential to Good Health . . .

Automation and labor-saving gadgetry have created an inactive, sedentary, free-from-physical-stress lifestyle and have allowed many young people to become increasingly weak and physically unfit. Many of the degenerative diseases have a direct relationship to a decline in individual physical fitness.

Educators and school districts cannot leave to mere chance the educational preparation of youth for their own self-survival. Individuals need to learn to budget leisure time for physical activities. Individuals need to be provided the opportunity to value physical activities which express their own interests. The activities introduced to them should be of the quality to be enjoyed throughout their adult life and assist them to maintain their own individual level of fitness.

Physical education instruction can teach individuals how to control their bodies for the purpose of relaxation. The ability to relax from the mental stress through physical activities can insure a healthier and better adjusted youth. Physical education can develop a more positive "self-concept."

Individuals who feel good about themselves—who are active and involved—who can act effectively and with grace—are more at ease socially and more self-assured in whatever they try to do.

SOCIAL PHYSICAL HEALTH

STATUS OF HEALTH AND SOCIAL ADAPTATIONS

Situation	Suggestion
Illness or disability	Assigned to a modified program
Absent as a result of a severe illness or injury	Physician's statement
Pre-athletic competition	Physician's statement
Religious exclusion	Assigned to a modified acceptable program

PHYSICAL EDUCATION HEALTH

PHYSICAL EDUCATION

The Physical Education Learning Environment Should . . .

- provide a desirable instructional atmosphere.
- provide for effective class involvement.
- provide for maximum participation and total development of each student through meaningful educational experiences.
- promote efficient and effective use of class time .
- allow for effective use of pupil leadership.
- promote the efficient management of supplies, equipment and facilities.

Physical Education Programs Should Provide For . . .

- a reasonable balance of planned activities.
- a sequential development of skills and movement patterns.
- elective opportunities for students.
- special opportunities for students with particular needs and abilities.
- learning experiences which foster creativity, self-direction and problem-solving.
- the development of behaviors, attitudes, appreciations and understandings required in establishing and maintaining effective human relationships.
- learning experiences which contribute to the development and maintenance of health, life-long skills, abilities and interests.
- opportunities to clarify values and attitudes.

AND .

Insure the Continuity of the Learning Experience by . . .

Consistent application of fundamental principles of child development and learning—

- individual readiness.
- relationship of new materials to familiar experiences.
- review activities which reinforce learning.
- individual needs for personal security.
- appropriate grouping of students.

Wise selection of education objectives—

- concept of physical fitness as correlated with the individual's strength, agility, etc.
- program objectives in relationship to the individual's mental, social, emotional and physical states.

Well-balanced curriculum content—

- sequential learning experiences based upon the individual's readiness and need.
- key concepts and basic movement skills.

Therefore, Individual Programming Should . . .

Be based on an assessment of:

Physical maturity
Muscular development
Coordination
Stature
Strength
Organic or functional disorders
Presence of infection
Physical disabilities

As well as objectives based on:

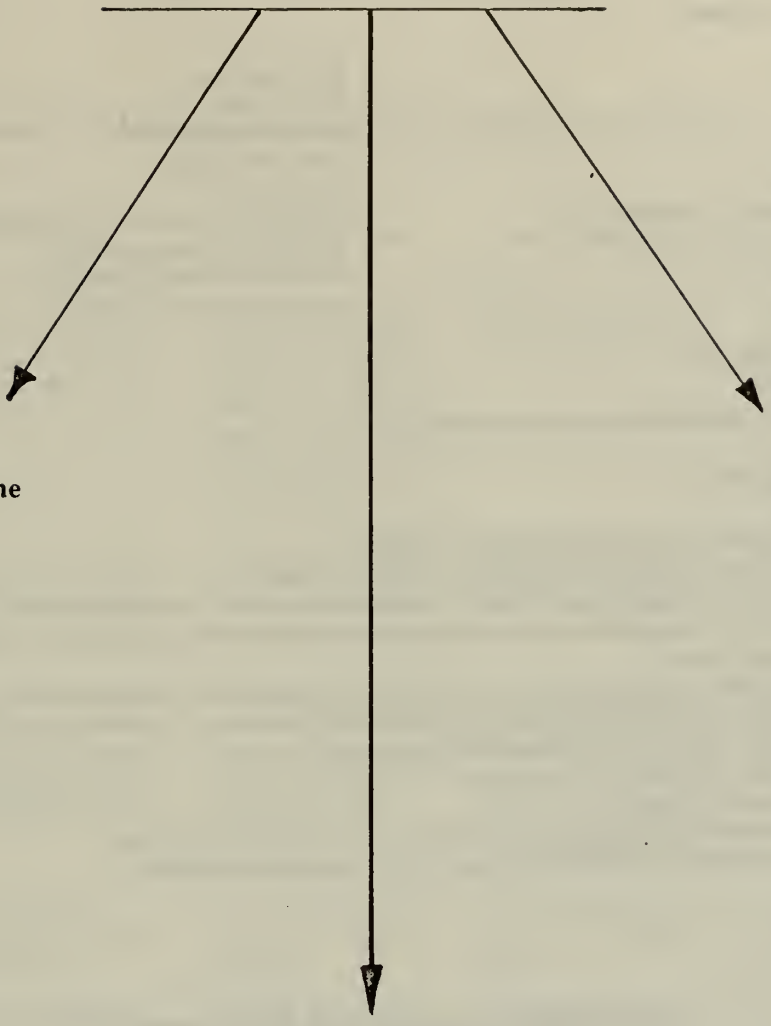
Socio-psychological factors
Interests
Emotional stability
Social skills
Self-concept
Problem-solving skills
Values
Decision-making abilities
Attitudes toward learning and school experiences

Managing the System

Public Relations
Organizational Patterns

Administration
Program Safety
Evaluation

WHAT IS PUBLIC RELATIONS?



Letting the right people know about the good job you do.

Action planning for spotlighting your accomplishments.

Information with news value.

Public Relations Message . . .

A physically educated person is one who has acquired knowledge and skills concerning the body and how it works.
Physical activity can provide good physical and mental health.
Physical education can contribute to academic achievement.
A physical education program can contribute to the development of a positive self-concept.
A physical education program can help an individual attain personal and social adjustment skills that form a basis for living in a democracy.

appropriate for . . .

SCHOOL AND COMMUNITY AWARENESS

Communication Techniques . . .

Face-to-face contact
Posters
Visual materials
Public media
Personal conversations
Participation in community activities
Participation in local educational associations and/or organizations
Public meetings
Letters to the editor
Open house or media personnel
Demonstrations
PTA programs
Personal correspondence
Curriculum guides
Report cards
Programs that physically involve parents
Recreation and social activities
Participation in local political life
Competitive athletic programs

. . .Students are the best advertisement!

Public Relations Checklist . . .

Do my students understand the physical education experiences?
Are students able to communicate physical education objectives to others?
Do I communicate to other educators and administrators about innovations in physical education?
Am I aware of newsworthy events in the school's physical education program and do I call them to the attention of local news media through appropriate channels?
Am I aware of individuals in the community who could provide support for the school program?
Do I take advantage of opportunities to promote physical education programs in the school environment and the community?
Do I participate in state, district and national association activities?
Am I informed on new ideas and trends in education?
Do I use all the resources available?
Do I promote the lifetime aspects and benefits of physical education learning experiences?
Have I expressed appreciation to individuals who support physical education programs?

Scheduling Approaches For Instruction

Well-planned administrative scheduling and appropriate teaching methods are essential to a successful program. In order to develop a schedule which provides for individual needs, it is necessary to consider the following: (1) the number and kinds of students, (2) the needs, interests and abilities of students, (3) the skills and interests of available instructors, and (4) the number of available teaching stations. The following examples of scheduling approaches are cited as options appropriate for either a traditional or flexible school environment.

SCHEDULING PATTERNS FOR INSTRUCTION IN PHYSICAL EDUCATION

Characteristics	Traditional	Competency Based	FLEXIBLE Elective Mini-Courses	Advanced Courses
Time Allotment	Each subject is allotted an equal amount of time. Class periods usually are 45-55 minutes and each subject usually occurs at the same time each day.	Class periods are usually based on short time segments called modules varying from 10-30 minutes. Modules are combined to provide appropriate time blocks for specific Instruction; activities may occur in various time slots throughout the day.	Time segments can vary from 6 days to 9 weeks and can fit into regular daily periods.	Courses may incorporate additional time for independent study along with regular class periods.
Number of Students	Normally the class size remains constant with 30 pupils a recommended maximum.	Class size may vary dependent upon the needs of the student, the type of activity, and the availability of staff.	Class size may vary dependent upon interests of students, availability of facilities, and role of the staff.	Class size may vary dependent upon interests and abilities of students, availability of facilities, and role of the staff.
Grouping Patterns	Generally the class is heterogeneous. Individual needs are provided for through patterns of grouping that may include circuit teaching, small group activities, etc.	Students are grouped on the basis of specific needs and/or competencies. This provides a vehicle for dealing with both deficiencies and particular abilities and talents.	Students are grouped primarily on the basis of interest. Courses may be designed to provide electives on a restricted or open basis. They may also be phased in order to provide for different ability levels.	Students are grouped on the basis of interest and ability. A course design is based on prerequisites.
Co-educational Programs	Classes should be co-educational except for the contact sport areas.	Classes are organized on the basis of an individual's skill ability.	Classes could be organized on the basis of the individual's interest.	Classes could be organized on the basis of the individual's interest and skill ability.
Teacher Role	The teacher generally functions primarily as the leader or director of class activities.	The teacher assumes a variety of roles. Teacher serves as a diagnostician and prescriber. Sets up activities designed to meet specific student needs. May work in team situation with other teachers.	The teacher assumes a variety of roles..e.g..guidance to students, course design, director of activities, supervisor, etc. May work in team teaching arrangement including the use of paraprofessionals.	The teacher assumes a variety of roles, e.g., guidance to students, course design, director of activities, supervisor, etc. May work in team teaching arrangement including use of paraprofessionals.
Student Options	There is limited choice in terms of the type of activity available. Special provision may be made, however, for pupils with particular needs.	Activities are based upon particular needs and/or abilities. Optional approaches may include small group activities, independent study, leadership responsibilities, etc.	Activities may be based upon an analysis of needs and interests. Choices may include out-of-school experiences, independent study, small group experiences, etc.	Activities may be based upon an analysis of needs and interests, skill ability and leadership ability. Choices may include out-of-school experiences, independent study, small group experiences, etc.
Student Evaluation	Evaluation is usually based on group norms; however, provisions might be made for individual progress.	Evaluation is generally based upon attainment of realistic competencies on an individual basis.	Evaluation strategies may vary. Assessment may be based upon performance, interest, ability, etc., or a combination of factors.	Evaluation strategies may vary. Assessment may be based upon performance, interest, ability, etc., or a combination of factors.

CONTENT SCHEDULING APPROACHES

Elementary Schools

Basic Weekly Schedule Plan

Activities are alternated according to certain days of the week. The same pattern is repeated every week.

Advantages:

- excellent for the primary grades when taught by a classroom teacher
- helps insure proper content balance in the program
- facilitates the sharing of equipment and facilities
- students know what to expect and can dress in the proper clothing

Disadvantages:

- teacher may not allow for flexibility
- not appropriate when physical education is not planned on a daily basis

Seasonal Units Plan

Experiences are organized as a series of seasonal units. The unit may vary in time. In a daily program two units may be offered concurrently. This plan is best suited for the intermediate grades.

Advantages:

- provides for seasonal interest and motivation
- provides for continuity of presentation
- more advantageous for the intermediate grades due to increased interest span
- minimizes the need for sophisticated facilities

Disadvantages:

- in many cases, a well-balanced program is not maintained and individual needs are not met

Informal Yearly Balance Plan

An outline would provide only a single list of suggested activities for use if time permits. No definite sequence of units is set; no specific pattern for the weekly schedule is followed.

Advantages:

- physical education teacher can work with the classroom teachers individually to plan the most suitable program for that situation

Disadvantages:

- based on close evaluation and supervision of the physical education teacher
- may allow for too much program variability
- requires constant evaluation and adjustment of daily lesson plans

Cyclic Plan

This plan is quite similar to a basic unit plan; however, time units are based upon the administrative division of the school year.

Advantages:

- provides for continuity and progression
- provides for strict budgeting of time
- helps assure logical progression
- by budgeting the time between fewer activities, each year allows for more intensive instruction which can lead to greater skill development

Disadvantages:

- program flexibility is limited
- ineffective with short class periods

Middle/Junior and Senior High Schools

Prescribed Single Block Plan

This plan sets up a basic sequence to be followed by all students. Units may vary in length; students are classified according to grade level; and the curriculum is planned on a three-, four- or six-year basis depending upon the school organization.

Advantages:
- encourages progression in the curriculum
- provides for balance and planned sequence
- allows dual activities to be presented
- lends itself to the small school where grades are combined

Disadvantages:
- does not compensate for individual differences within any one grade level
- may involve overlap and repetition
- requires a great deal of administrative scheduling

Concurrent Unit Plan

Two units of activities are scheduled for the same grade level concurrently. This plan is widely used in schools offering classroom work in physical education or when facilities such as swimming pools are shared.

Advantages:
- provides a higher level of interest and motivation
- makes optimum use of facilities and personnel
- allows for flexible pupil grouping and team teaching

Disadvantages:
- difficulty in maintaining continuity of instruction
- increased scheduling difficulties

Elective Plan

Elective programs are possible with many pattern variations. The basic program can be carried through the ninth, tenth or eleventh grade, allowing the student to elect in the last two or three years.

Advantages:
- meets individual differences
- increases students' enthusiasm for participation in physical education

Disadvantages:
- is practical only for large schools with good instructional facilities
- requires great care in scheduling and record maintenance

Intramural and Interschool Program

There is no one time period that can be set aside for intramurals, to assure a successful program. All of the time periods discussed here have been successfully used in many environments and may contain some ideas of practical value. These programs provide a laboratory situation for the use of skills mastered in the instructional program.

Program A:

The intramural sports program supplements the daily physical education program and serves the interests and needs of pre-adolescent students. The program is offered during prime-time, on three afternoons each week. A bus service is provided for students after intramurals.

Program B:

At the beginning of each school year students are assigned to home room teams. These home room teams then serve as the basic unit for competition in the intramural sports program. The number of teams within a home room depends on the number of students in the home room and the sport in season. A desirable feature of this intramural program is the scheduling of activities to overlap the physical education class in which the basic skills, strategies and rules are taught. Two weeks after this introduction, a schedule of intramural games by home room teams is started in the selected sport. The season for the games extends two weeks beyond the physical education activity. During this two-week period a new activity is introduced in the physical education class. The intramural sports program takes priority over any activity except the regular physical education class for use of fields and facilities. Transportation needs to be provided only if this type of program is scheduled after school hours.

Program C:

A low-key interschool athletic program is scheduled with other schools for boys and girls in five sports but no records are kept for the purpose of declaring a champion. The majority of practices are conducted in the mornings before school so the activity areas will be available for the larger numbers of students involved in intramurals immediately after school. The priorities for transportation will need to be determined by the local school district.

Large Group Instruction

Suggested Activities

Skill demonstration, exercises, mimetic practice

Orientation, history, prevalence of activity, rules, strategy

Exercise and movement exploration tasks

Advantages:
- Combination of classes for the introduction of material relevant to all pupils
- Release time available for both students and teachers
- Opportunity for released teachers to prepare for succeeding lessons while one teacher is teaching several classes
- Opportunity for teachers to specialize in areas of competency

Special Considerations:
- Periodic evaluations
- Students' short attention span
- Appropriateness of audio-visual aids
- Students' age and past experiences

Independent Study

Suggested Activities

Independent practice of sport, dance, recreational, or physical fitness activities
Academic research into desired areas

Skill practice, analysis and correction of movement errors

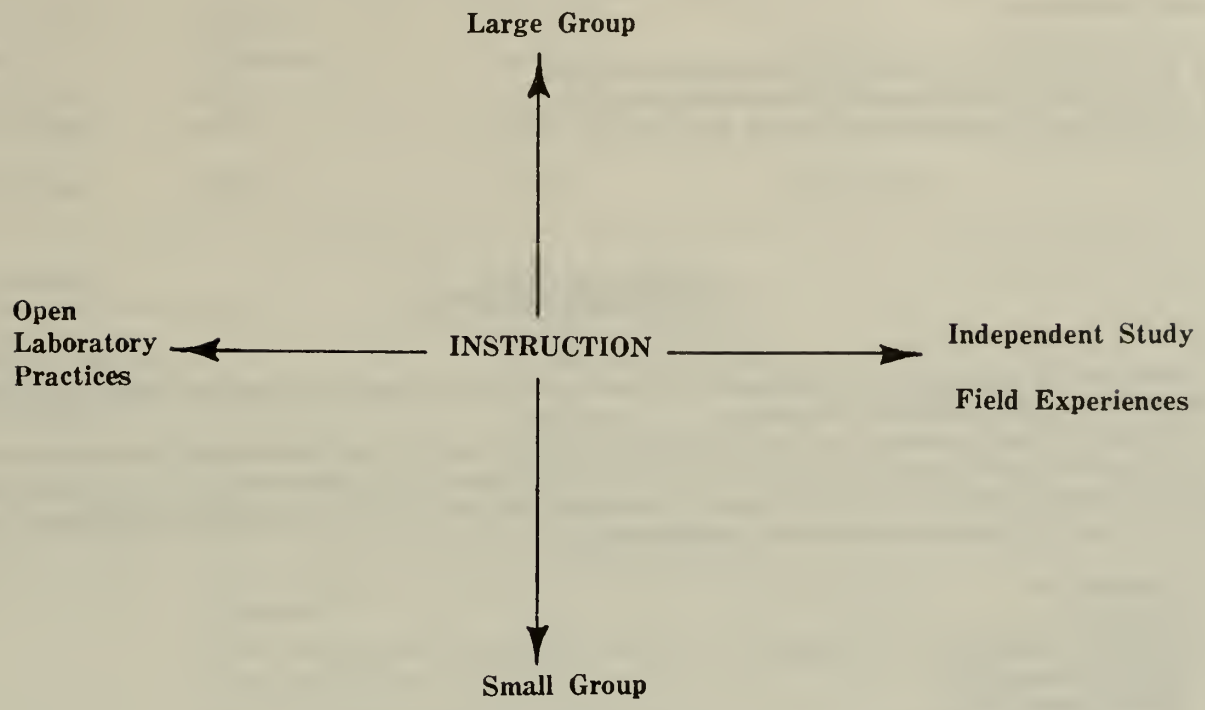
Self-evaluation

Movement exploration tasks

Advantages:
- Encourages appreciation for, and interest in, self-evaluation
- Promotes self-motivation and self-responsibility
- May improve research skills
- Assists in providing the process and skills to carry on motor learning throughout life

Special Considerations:
- Time allotments dependent upon task difficulty, ability of the student, and facilties and/or resources necessary for the task
- Possible contractual arrangement between the student and teacher identifying objectives, processes and evaluative techniques
- The availability of a variety of facilities, e.g., resource learning laboratory, gymnasium, playing fields, community resources such as bowling lanes, golf courses, etc.

CLASSROOM ORGANIZATIONAL APPROACHES



Open Laboratory Practice

Suggested Activities

Enrichment activities and/or projects.
Informal practice or recreational opportunity

Advantages:

- Opportunities for students to practice skills or participate in small team activities beyond the structured experiences.
- Time for students to receive additional individual assistance.
- A supplement to in-class learning experiences.

Special Considerations:

- Availability of gymnasium to students during specified times.
- Participation on a voluntary basis.
- A range of activities which gives students a chance to participate in an activity of their choice.
- Provisions for maximum safety and supervision and a minimum of confusion.
- Open to all students rather than an extra practice period for varsity students.

Small Group Instruction

Suggested Activities

Team play, skills drills.
Team and individual strategy development.
Movement tasks.
Skill and physical fitness tests.
Technique, skill practice and analysis.

Advantages:

- Opportunities to group students on the basis of specific needs, interests, and/or abilities.
- Increased student interaction with the teacher and/or classmates.
- Opportunities for students to actively participate in learning.

Special Considerations:

- Size of group for student-student and student-teacher interaction.
- Grouping based upon the nature of the learner and the task.
- Time allotment in accordance with attention span and nature of task.

TEACHING STRATEGIES

The spectrum of teaching styles reflects a philosophy of education which promotes independence in decision making, independence in seeking alternatives and independence in learning.

The purpose of using alternative styles is to teach students to increase their capacity for decision making. This increase seems to occur step by step as new kinds of behavior are understood and assimilated by students. It is important to develop a variety of techniques for each style in order to inculcate in students the essence of the anticipated behavior. The structure and purpose of a teaching style determines the specific techniques that are best suited for carrying it out.

Command Style
Task Style
Reciprocal Teaching Style
Individual Program Style
Guided Discovery Style
Creative Problem Solving Style

COMMAND STYLE

Command Style	Pre-Class Preparation	Execution	Evaluation
Role of Teacher	**Active**	**Active**	**Active**
Role of Student	**Passive**	**Passive**	**Passive**

Teacher Responsibilities
1. Sets objectives and activities.
2. Gives explanations and directs activities.
3. Measures performance.

Student Responsibilities
1. Follows directions.
2. Performs assigned task or activities.

Advantage: Provides criteria and conditions for acceptable performance.

Special Considerations: Can be used with any subject content. Provides for teacher control of the learning environment.

Limits individual student choice, decisionmaking and cognitive development.

TASK STYLE

Task Style	Pre-Class Preparation	Execution	Evaluation
Role of Teacher	**Active**	**Active**	**Jointly Active**
Role of Student	**Passive**	**Active**	**Jointly Active**

Teacher Responsibilities
1. Sets objectives and determines several tasks or activities.
2. Assigns areas for each task.
3. Encourages student choice based upon individual ability.
4. Evaluates on the basis on student performance.

Student Responsibilities
1. Selects tasks on the basis of ability and/or interest.
2. Becomes less dependent on teacher.
3. Participates in the evaluation process.

Advantage: Provides opportunities for choices among students with varying abilities.

Special Considerations: Allows for maximum utilization of time and space. Affords greater student participation.

Can be used in areas such as perceptual motor skills, object handling, gymnastics, physical fitness, etc.

Requires additional planning time and organization skills.

RECIPROCAL TEACHING STYLE

Reciprocal Teaching Style	Pre-Class Preparation	Execution	Evaluation
Role of Teacher	**Active**	**Active to Semi-Active**	**Passive**
Role of Student	**Passive**	**Active**	**Active**

Teacher Responsibilities
1. Sets objectives and determines activities.
2. Explains activities or tasks to both partners (doer and observer). May provide task cards or lists.
3. Observes the ability of the partners to assist each other in the performance of the task.
4. Corrects the *observer* only as part of the evaluation process.

Student Responsibilities
1. Learns expectations for both the observer and the doer and reverses roles.
2. As observer, evaluates and corrects behavior of doer; may request teacher assistance.
3. As doer, responds to information from observer and corrects errors.

Advantage: Allows for more observation and supervision of performance and provides students with the opportunity to learn how to receive criticism and evaluation from a peer.

Special Considerations: Requires the teacher to develop a process of learning which enables the student to learn to observe and work with a partner.

Gives the doer independence of the teacher.

Is appropriate in areas such as skill drills, gymnastics, swimming, etc.

Requires time and patience to teach students to function as partners.

INDIVIDUAL PROGRAMMING STYLE

Individual Programming Style	Pre-Class Preparation	Execution	Evaluation
Role of Teacher	**Active**	**Semi-Active**	**Passive**
Role of Student	**Passive**	**Active**	**Active**

Teacher Responsibilities
1. Selects and organizes the subject matter into programs.
2. Presents program via explanation, demonstration, and/or audiovisual
3. May observe, correct, or evaluate if needed.

Student Responsibilities
1. May select program.
2. Assumes responsibilities for completing the program.
3. Engages in self-evaluation activities.

Advantages: Provides for maximum utilization of facilities, equipment and time. Is a designed opportunity for the student to accept himself as a self-directed learner.

Special Considerations:

Requires flexibility within a schedule.

Requires a thorough knowledge of the subject area in order to develop programs.

Can be used in areas such as archery, badminton, golf, etc.

May require a great deal of time to make the necessary adjustments in curriculum.

GUIDED DISCOVERY STYLE

Guided Discovery Style	Pre-Class Preparation	Execution	Evaluation
Role of Teacher	**Active**	**Active**	**Active**
Role of Student	**Active**	**Active**	**Active**

Teacher Responsibilities
1. Determines activities in which guided discussions leading to performance are appropriate.
2. Asks sequentially planned questions which lead students to discover information.
3. Allows teachers to reinforce student responses without supplying answers.
4. Evaluates continually as students respond.

Student Responsibilities
1. Deals with topic(s) initiated by the teacher/facilitator.
2. Assumes responsibility for exploring ideas and suggesting responses to questions posed by the teacher/facilitator.

Advantage: Allows students to experience success through discovery at their own rate.

Special Considerations:

Requires the teacher to assume a facilitative rather than directive role by designing problems, asking questions and eliciting student responses. Is appropriate for such areas as gymnastics, movement exploration, basketball and swimming.

Limits the range of acceptable student performance due to guidance toward a single pre-determined response.

CREATIVE PROBLEM-SOLVING STYLE

Creative Problem-Solving Style	Pre-Class Preparation	Execution	Evaluation
Role of Teacher	**Semi-Active**	**Semi-Active**	**Passive**
Role of Student	**Passive**	**Passive**	**Active**

Teacher Responsibilities
1. Assists in the identification of the problem situation.
2. Encourages students to identify, test and evaluate alternative solutions or responses.
3. Provides technical assistance when needed.

Student Responsibilities
1. Recognizes problem to be solved.
2. Explores a range of alternatives and assesses their effectiveness.
3. Learns to assume responsibility for utilizing the teacher as a resource person.

Advantage: Provides for a range of acceptable responses and requires student initiative.

Special Consideration: Requires the teacher to serve as a resource person in a non-judgmental role.

Can be used in areas such as bowling, golf, archery, basketball, etc., for the refinement of a skill to improve accuracy.

Allows trial and error behavior on the part of students and may not provide sufficient successful achievements.

Local School Boards . . .

School board should be accountable for:

Providing opportunities for inservice training

Supporting physical education programs that are responsive to student needs

Viewing physical education as an integral part of the curriculum

Considering the maximum use of facilities by the community for the entire year

Supporting effective communications between groups and individuals in the school and community

Supporting time allocations during the instructional day for physical education

Determining the responsibility for the teaching of physical education

Administration . . .

Since the quality of the program depends to a large extent upon the guidance and direction of the school administrator, school administrators should be accountable for:

Knowing the physical education needs of children

Providing a physical education program as an integral part of the instructional experiences for each child

Encouraging teachers to evaluate the program in view of meeting the needs of the children

Providing leadership in program development

Providing inservice education opportunities

Coordinating scheduled events so that space, facilities and equipment are utilized safely and efficiently throughout the day and so that all age groups share equally in their use

Making provisions in the annual budget for purchasing and maintaining supplies, equipment and audio-visual aids

Planning with teaching staff, parents, dental and medical personnel for the periodic examination of children along with follow-up procedures for the correction of remedial defects

Establishing policies, in cooperation with the medical profession and parents, for adjusting physical education to the needs of children who may have physical limitations

Helping to interpret the physical education program to parents and to the community

Assisting teachers in scheduling and planning an intramural program for students

Discouraging highly competitive athletic contests for children of elementary school age

Providing suitable athletic contests for boys and girls of elementary school age with controls on competition and major emphasis on participation

Providing for input by instructional staff in the planning and designing of facilities

Teachers

Teachers responsible for the physical education program should:

Bring to the teaching-learning situation competency and concern

Arrange to have a rich learning environment with ample student options

Design programs that take into account the needs and interests of students.

Plan with careful thought given to individual student needs

and should be accountable for:

Careful diagnosis of pupil needs, abilities and interests during school years and beyond

Utilizing alternative teaching strategies when appropriate

Planning for the safety of students

Reassessing program effectiveness on a continual basis

Up-dating through input from professional associations, state agencies, universities and other sources

SUGGESTED PARAPROFESSIONAL QUALIFICATIONS

Physically fit
Knowledge of sport areas
Interest in students
Willingness to be trained

SUGGESTED RESPONSIBILITIES

Paraprofessional tasks and responsibilities should be carefully planned by both the school administrator and teachers, taking into consideration legal liabilities, the nature of various learning activities, individual capabilities of the paraprofessional and environmental constraints.

Some possible duties are listed below.

Operating audio-visual equipment
Providing clerical assistance
Acting as a safety assistant
Officiating games
Preparing learning materials
Administering make-up tests
Setting up the field or gym
Assisting in locker room

STUDENT LEADERSHIP

Physical education offers excellent opportunities for developing student leadership and should be extended to all students. Using different students for various tasks will expand the opportunity for growth and development in leadership capacities.

Suggested Student Leader Activities:

Serving as a teacher assistant
Serving as a squad leader
Assisting with equipment
Conducting conditioning activities
Assisting with record keeping
Officiating sports
Assisting with skill testing
Demonstrating skills
Assisting in program planning
Helping maintain supplies and equipment in good condition
Assisting with intramurals
Assisting with interschool athletics

A PROGRAM PLANNING AND BUDGETING SYSTEM

Determine program needs
Develop program goals and objectives
Assess school and community resources
Develop a program structure
Design the budget on basis of program needs
Implement the program based on budget allocation
Evaluate program effectiveness and budget adequacy

Control Procedures

Utilization of procedures for the distribution of equipment and supplies, the evaluation of the quality of items purchased, and the maintenance and repair of equipment are necessary for stretching the tax dollar to the maximum.

SUGGESTED POLICY GUIDELINES

Handbook

Written material or a handbook can be valuable in communicating with parents and students about policies, regulations, evaluation procedures, objectives and program content. It also can help promote the program within the community.

Dress

When the nature of the activity is vigorous, it is appropriate for the student to be dressed in suitable attire. Safety conditions, sanitary conditions and morale may be improved when attire for the activity is considered. Rubber-soled shoes aid in insuring safety and improving performance in certain activities. It is not necessary to buy the most expensive shoes and clothing. In most cases students should not be excluded from activities because of attire unless there are safety implications.

Locker Room

Teachers should develop a written system for recording locker and lock assignments, lock combinations and lost locks. Locks which are a part of the locker are desirable as they cannot be removed. Teachers should assign lockers so that the hourly load for dressing is spread over the entire locker room. Teachers should inform students of policies and procedures concerning locks and lockers.

Towel Service

School personnel should examine all alternatives when planning for towel service and choose the one which is economical for their specific situation. The following alternatives could be considered:

A local laundry supplies and launders towels on a bid basis

The school purchases towels and has them laundered on a bid basis

The school purchases towels and laundry equipment. A person should be assigned the responsibility of maintaining a supply of clean towels.

Students bring towels from home and assume responsibility for laundering

SUGGESTED GUIDELINES FOR FACILITIES

All areas of the physical education plant should be designed to eliminate architectural barriers for the handicapped.

Gymnasium

Use flexible spectator seating that does not detract from instructional use

Provide balconies or upper deck areas adequate in size for instructional use besides spectator seating

Mark floors in distinctive colors for a variety of sports and games (basketball, badminton, volleyball, circle games)

Install permanent fixtures such as basketball backstops, climbing ropes, floor plates and climbing walls

Provide many microphone outlets

Provide for acoustical treatment of the ceiling and when possible some treatment on walls

Plan for a direct exit from gymnasium to outdoor playing fields

Plan for thermostatically controlled heat

Plan for the installation of a tackboard, chalkboard or markerboards for instructional purposes.

Plan for a minimum of 10 feet between the end lines of a basketball court and the nearest wall and 6 feet between the side lines and bleachers

If the gymnasium is to be used by spectators, plan for a foyer, coatrooms, toilets, and a ticket booth

Install cupped eyes or eye bolts spaced 12 to 16 feet apart on the walls and 10 to 12 feet above the floor for volleyball or badminton nets

Design activity rooms sufficiently large and with sufficiently high ceilings to make them serviceable for instructional use

Equip dance studios with mirrors and a balance rail

Install protective padding on the walls at the ends of the basketball court

Construct top-of-the-floor saddles between gymnasium and storage room on a level plane with the top of the adjacent floor

Plan for storage space serving directly into the gymnasium, upper deck areas, activity rooms, dance studios

Design storage areas for specific needs: apparatus and gymnastic equipment, dead space for uniforms, etc.

Locker Room

Install a one-way window in the teacher's office which will overlook the locker room area

Arrange for large shower areas with consideration for individual showers

Install non-stick floor material in shower areas

Provide a drying area adjacent to storage for towels

Provide for several toilets, wash basins and mirrors

Plan for thermostatically controlled heat

Provide for acoustical treatment of the ceiling

Provide for a direct exit into both the equipment room and gymnasium

Provide for entrance from the corridor into the locker room

Install a tackboard, chalkboard or markerboard for instructional use

Outdoor Areas

Provide for outdoor sodded areas spacious enough to handle peak loads without overlapping activities

Provide and mark outdoor areas for a variety of activities including an apparatus area at the elementary level

Arrange for fields to be adequately drained and fenced

Design all areas for maximum safety

Pools

Slope pool bottom gradually

Mark depths on pool decks to show safe jumping and diving areas

Locate recessed step-holes or ladders at the ends of the pool for ease of entry and exit and to assist the tired swimmer

Install noncorrosive anchor eyelets for lines when the pool is built and set flush with its walls so as not to obstruct the swimming area

Plan for the amount and type of spectator seating needed for special events

Install a non-stick floor material on the pool deck

Classroom

Provide for circulating air

Plan for control of sound transmission between rooms

Design storage space for limited physical education equipment

Media Center

The media center should be centrally located and could be equipped with a wide range of books, sports manuals, filmstrips, films, loop films, posters, charts, video tapes, computer programs, etc., which could be helpful in studying or teaching physical education.

Community Facilities

Through cooperative planning and agreement, facilities outside the school setting may be utilized to enhance the instructional, extramural and intramural programs.

EQUIPMENT AND SUPPLIES FOR A WELL-BALANCED PROGRAM

General Tips Regarding Equipment

1. Select equipment which will involve children in a wide range of activities.
2. Select quality equipment rather than expensive equipment.
3. Each year set long-range priorities when planning the selection of equipment.
4. Provide an adequate number/amount of equipment for an average class size and in relationship to the activity.
5. Plan for an approximate 50 to 75 percent annual replacement budget.
6. Order sufficient equipment to teach four or five activities with maximum student involvement rather than to teach 10 activities with insufficient equipment for maximum student involvement.
7. Develop a system for issuing and returning equipment.
8. Mark/label all equipment clearly with school name, room number or other identifying marks.
9. Provide adequate storage space for equipment which may be locked.

Storing Equipment

1. Fasten together paired items.
2. Clean and repair equipment before storing.
3. Arrange equipment by type, size, etc.
4. Inspect new equipment and check the invoice for quantity received, type, style, model, color and sizes.
5. Identify all equipment with permanent ink.
6. Check frequently for equipment markings.
7. Keep all equipment off the floor of the storage area.
8. Keep tennis and badminton racquets in presses and hung on racks when not in use.
9. Partially deflate all inflatable balls, but allow sufficient air pressure in order for them to maintain the proper size.
10. Construct special bins, wall racks, or hangers to insure proper storage and long life of bats, golf clubs, vaulting poles, hockey sticks, arrows, etc.

Provisions for storage need to be included in the over-all administrative plan. Storage areas need to be: (1) lighted and cool, (2) well ventilated and dry, (3) free from damp, sweaty pipes or walls, (4) free from moths, roaches and rodents, (5) roomy enough for handling, marking and making minor equipment repairs.

Purchasing Equipment

1. Base equipment purchases upon present and anticipated needs.
2. Purchase equipment from reputable firms which stand behind their products.
3. Purchase good quality equipment in terms of durability under hard usage and the extent to which it can be repaired and reconditioned effectively.
4. Plan purchase of large, permanent equipment over a period of time to balance the over-all cost.
5. Take advantage of government surplus merchandise or company discounts on quantity orders.

6. Make sure the quality of the equipment is the same as specified in the order.
7. Purchase from a local dealer if the quality of equipment meets established specifications.
8. Order equipment well in advance of need.
9. Receive bids on equipment purchases which may result is some savings.

INVENTORY FORM

School:_____

Name of Staff:_____

Date:_____

Date	Manufacturer	Catalog No.	Total on Hand	Number Purchased	Cost

Year	New	Good	Fair	Discard	Total	Number or Size

BASIC EQUIPMENT

Grades K-6 Physical Education Program
(Based on Class Size of 30)

Item	GRADE LEVEL K	1	2	3	4	5	6	Quantity
Bamboo poles				X	X	X	X	4-6
Basketballs					X	X	X	6-10
Balance beams	X	X	X	X	X	X	X	1-2
Bean bags	X	X	X	X				10-15
Balls (6")	X	X	X	X	X			6-10
Balls (8")	X	X	X	X	X	X	X	6-10
Balls (10")	X	X	X	X	X	X	X	6-10
Batting tees—rubber				X	X	X	X	5-6
Footballs—junior size					X	X	X	6-10
Frisbees					X	X	X	8
Pinnies				X	X	X	X	15
Portable net standards					X	X	X	3
Push ball (24"-36" diameter)					X	X	X	1
Overhead ladder					X	X	X	1
Record player	X	X	X	X	X	X	1	
Records	X	X	X	X	X	X	X	10-20
Balls (cage, nerf, soccer, mush)	X	X	X	X	X	X	X	6-10 (1 cage)
Parachutes	X	X	X	X	X	X	X	2
Plastic bowling ball	X	X	X	X	X	X	X	4
Plastic bowling pins	X	X	X	X	X	X	X	40
Wood paddles	X	X	X	X	X	X	X	8-10
Hula-hoops	X	X	X	X	X	X	X	6-10
Balloons	X	X	X	X	X	X	X	100
Lummi sticks	X	X	X	X	X	X	X	20
Deck tennis rings	X	X	X	X	X	X	X	6
Plastic hockey sticks	X	X	X	X	X	X	X	20
Plastic wands	X	X	X	X	X	X	X	20
Ropes (7'-8' and 8'-9') (24'-30')	X	X	X	X	X	X	X	15-30
Scooters		X	X	X	X	X	X	5
Soccer balls						X	X	6-10
Softballs (plastic)				X	X	X		6-10
Softballs (rubber)					X	X	X	6-10
Softball bats (plastic)					X	X	X	6-10
Softball bats (wood)					X	X	X	6-10
Softball bases		X	X	X	X	X	X	2 sets
Volleyball					X	X	X	4-6
Volleyball nets					X	X	X	1-2
Tumbling mats (3'x'5 or 4'x6')	X	X	X	X	X	X	X	4-8

BASIC EQUIPMENT*

Grades 7-12 Physical Education Program

***All equipment may be used at any grade level and is based on a class size of 30**

ITEM	QUANTITY	ITEM	QUANTITY
Badminton nets	2	Track batons	6-10
Badminton racquets and presses	10-20	Basketballs	6-10
Badminton shuttlecocks	6-8 dozen	Footballs	6-10
Archery targets	3-5	Golf clubs (wood, 3 irons, putter)	10-15 sets
Arrows	6-10 dozen	Golf balls (plastic)	10 dozen
Target stands	3-5	Golf balls (regular)	5 dozen
Bows (20, 30, 40 lbs)	10-15	Bowling balls (plastic)	4 sets
Finger tabs	10-15	High bar	1
Arm guards	10-15	High jump standards	1 set
Target faces	6-10	Volleyball nets	2
Volleyballs	6-10	Softball bats (wood)	6-10
Vaulting box	1	Softball bases	2 sets
Tumbling mats (4'x6')	6	Side horse	1
Climbing ropes	2	Tennis rackets and presses	10-20
Soccer balls	6-10	Tennis balls	4-6 dozen
Softballs	10-15	Tennis nets	2-3

SUPPLEMENTAL EQUIPMENT

AQUATICS
- Clock
- Diving boards
- Kickboards
- Lane markers
- Life buoys
- Pool cleaning equipment
- Pool ladders
- Regulators
- Swim suits
- Water basketball goal
- Water polo balls
- Water polo goals
- Water polo nets
- Canoes

ARCHERY
- Backstop net
- Bow strings

AUDIOVISUAL AIDS
- Megaphone
- Chalk boards
- Public address system
- 16 mm. projector
- Film screen

BASKETBALL
- Ball return
- Scoreboard
- Nets
- Rebound ring

EXERCISE EQUIPMENT
- Abdominal boards
- Body weights
- Leg press machine
- Multipurpose weight bench
- Cycle ergometer
- Heart monitor
- Skinfold calipers
- Leg press machine
- Multipurpose weight bench
- Dumbbells
- Exerciser sets
- Isogyms
- Isometric kits
- Pully weights
- Squat stands
- Weight sets
- Weight shoes

FENCING
- Chest protectors
- Gloves
- Jackets
- Masks
- Rubber tips
- Weapons—epees or foils

FIELD HOCKEY
- Playing field
- Balls
- Goals
- Nets
- Shin guards
- Sticks

FOOTBALL
- Flags
- Belts
- Goals

GENERAL EQUIPMENT
- Ball carriers
- Bleachers
- Goal posts
- Laundry equipment
- Line markers
- Lockers
- Mirrors
- Mat hangers
- Mat trucks
- Peg boards
- Scoreboards
- Stall bars
- Rule books

GENERAL SUPPLIES
- Adhesive tape
- Awards
- Ball carriers
- Cage balls
- First aid kits
- Foot baths
- Game standards
- Ice

- Indian clubs
- Jump ropes
- Locks
- Mat covers
- Mats
- Playground balls
- Pinnies
- Ropes
- Rule books
- Score books
- Soap
- Spike wrench kit
- Stop clocks
- Table ball inflators
- Towels
- Uniform hangers
- Uniforms
- Whistles

GYMNASTICS
- Balance beam
- Buck
- Chalk
- Chalk holder
- Hand guards
- Horizontal bar
- Parallel bars
- Rings
- Ropes (climbing)
- Safety belts
- Side horse
- Springing and jumping apparatus
- Tambourine
- Uneven bars and conversion kits

HANDBALL
- Court
- Balls
- Gloves

ICE HOCKEY
- Rink
- Sticks
- Goals
- Nets
- Skates
- Body protectors
- Shoes

PADDLE TENNIS
- Balls
- Court
- Net
- Paddles

PLAYGROUND EQUIPMENT
- Benches
- Bicycle racks
- Castle towers
- Flag poles
- Flying rings
- Horizontal bars
- Horizontal ladders
- Climbing apparatus
- Seesaws
- Slides
- Swing seats
- Trapeze bar

SOCCER
- Balls
- Goals
- Nets
- Playing field
- Shin guards

SOFTBALL
- Balls
- Bases
- Bat bags
- Body protectors
- Masks
- Bats
- Playing field
- Rule book
- Gloves

TENNIS
- Balls
- Courts
- Nets
- Posts
- Racquets
- Rebound net
- Tennis ball machine

TRACK AND FIELD EVENTS
- Competitors' numbers
- Cross bar lifter
- Cross bars
- Discus
- Field marks
- Finish line yarn
- Hammer
- High jump standards
- Hurdles
- Javelins
- Measuring tapes
- Pedometer
- Pits—jumping and vaulting
- Pole vault box
- Pole vault poles
- Pole vault standards
- Shot
- Spike wrenches
- Spikes
- Starting blocks
- Starting pistols
- Stop watches
- Take-off board
- Toe board
- Track surface

VOLLEYBALL
- Balls
- Court
- Net
- Standards

WRESTLING
- Head guards
- Knee guards
- Mats

PROGRAM SUPERVISION

Administrative Policy Suggestions

- Require a medical check-up of students participating in interscholastic sports or intramurals.
- Suggest a medical check-up of students who may have a health problem and who are engaging in rigorous activities on a regular basis.
- If it is necessary to transport students, provide for bonded carrier and adult chaperones who are responsible for the group in accordance with local school district policies.
- Provide adequate funds for program personnel and equipment in order to insure the safety of students.
- Cooperatively develop written safety policies and procedures.
- Maintain records on students with medical problems.

Program Planning Suggestions

- Consider individual child's health problems in relation to limiting activity and fatigue.
- Select activities on the basis of age, sex, ability and maturity.
- Plan a progressive program of motor skills.
- Plan a pattern of supervision based upon the type of activity, the number of students and the learning environment.
- Create awareness of safety needs for each activity and encourage the practice of safety habits.
- Encourage students to develop a safety awareness of attire appropriate for active participation in activities.
- Request the removal of all jewelry since such articles could cause injuries.
- If students must wear glasses, encourage them to wear unbreakable lenses or glass guards and an elastic band to secure them to the head.
- Use a "warm-up" and "cool-down" type of activity to serve as a precaution against injury.
- Have adult supervision at all times.

Supervision Suggestions for Teachers

- Be aware of health status of each student.
- Be aware of the physical limitations of each student.
- Inform assistants of the duties and limitations and assume responsibility for their activities.
- When supervising the playground, apply full mental faculties as well as actual physical presence.
- Regularly inspect facilities and equipment.
- When supervising the athletic program, consider the following factors: the physical capacity of students; their state of training, both condition and skill; the safety features of equipment; concern for and removal of injured or distressed students immediately.
- Administer first aid only, and then refer to school adopted policies and procedures.
- Provide students with adequate instruction.
- Keep accurate accident records.
- Know that a waiver form does not make the teacher immune to a liability suit.

- Be alert to temporary hazards.
- Be aware of the limitations of indoor and outdoor areas.
- Lock the pool, gym, weight training room, and storage room doors to insure that areas or equipment are not used without supervision.

SAFETY GUIDELINES FOR INSTRUCTIONAL AREAS

The local school district should adhere to the State Administrative Building Council Codes and state fire codes.

Gymnasium

- Provide sufficient space between the floor lines and the bleachers to prevent players from running into the bleachers.
- Provide gymnasium doors which open outward.
- Provide recessed drinking fountains.
- Screen windows and lights.
- Limit class size to allow each student sufficient room.
- Repair loose boards, remove splinters and remedy other potentially dangerous floor conditions.
- Provide for daily sweeping of the gymnasium floor and removal of litter or obstructions which could cause injury.
- Supervise all locker and shower rooms.
- Locate light switches away from shower areas.
- Use non-slip, easily cleaned materials on the floors of locker and shower room.
- Place water pipes out of reach of students.
- Adapt all activities to the physical needs and abilities of students.
- Inspect all gymnasium apparatus periodically.
- Do not allow a layer of soap to accumulate on the shower room floor.

Pool

- Provide a float line to serve as a lifeline and to keep novice swimmers in the shallow end. Locate the float line on the shallow side at least a foot before the slope begins.
- Properly ground all electrical wiring and connections, underwater lighting and other equipment or devices and inspect on a frequent basis.
- Equip all pools with basic rescue devices.
- Mount emergency instructions in a conspicuous location within and outside the pool enclosure.

Classroom

- Arrange furniture to provide for sufficient instructional space.
- Select activities which are appropriate for limited equipment and space.

Outdoor Areas

- Locate courts of specific games away from entrances and exits.
- Use fencing if areas are surrounded by heavily traveled streets.

- Protect surrounding property and students by using a fence of sufficient height to discourage hurdling.
- Paint the apparatus bright colors.
- Develop policies concerning the proper use of apparatus and methods of supervision.
- Set swings, ladders, and bars in concrete and at different heights for varying age groups.
- Keep drinking fountains clean and sanitary.
- Separate apparatus for young children from that used by older children.
- Use lines on the playground surface to show the danger zone around each piece of apparatus.
- Conduct daily inspections for repair of apparatus and removal of dangerous debris.

REPORTING ACCIDENTS

Written policies and advanced program planning for safety and accident prevention will enhance every physical education program. Procedures developed for efficient handling of an accident will often reduce the potential liability of a teacher and the school district. Procedures should be followed for injuries that occur in school-sponsored activities, whether on or off school property.

A standardized school accident report form should be used for accident reporting. Copies of accident reports should be available in the school's central office, in the nurse's office, and in the teacher's office.

A periodic review of all accidents should be done by the entire staff to plan for the prevention of similar accidents in the future. If any liability questions arise, the school district's legal counsel should be consulted.

A copy of the form is shown below and on the following page.

STANDARD STUDENT ACCIDENT REPORT FORM

Report ALL Accidents to Students Occurring Anywhere, Day or Night

1. Name:_____ Home Address: _____

2. School:_____ Sex: M☐ F☐ Age:_____ Grade or classification_____

3. Time accident occurred: Hour_____A.M._____P.M.Date:_____

4. Place of Accident: School Building ☐ School Grounds ☐ To or from: School ☐ Home ☐ Elsewhere ☐

Nature of Injury

Abrasion	____	Fracture	____
Amputation	____	Laceration	____
Asphyxiation	____	Poisoning	____
Bite	____	Puncture	____
Bruise	____	Scalds	____
Burn	____	Scratches	____
Concussion	____	Shock (el.)	____
Cut	____	Sprain	____
Dislocation	____		

Other (specify)_____

Part of Body Injured

Abdomen	____	Foot	____
Ankle	____	Hand	____
Arm	____	Head	____
Back	____	Knee	____
Chest	____	Leg	____
Ear	____	Mouth	____
Elbow	____	Nose	____
Eye	____	Scalp	____
Face	____	Tooth	____
Finger	____	Wrist	____

Other (specify) _____

Description of the Accident

How did the accident happen? What was student doing? Where was student? List specifically unsafe acts and unsafe conditions existing. Specify any tool, machine or equipment involved.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

6. Degree of Injury: Death ☐ Permanent Impairment ☐ Temporary Disability ☐ Nondisabling ☐

7. Total number of days lost from school:_____ (To be filled in when student returns)

Additional Information on School Jurisdiction Accidents

8. Teacher in charge when accident occurred (Enter name): _____

Present at scene of accident: No:_____ Yes:_____

_____

Immediate Action Taken

9. First aid treatment _____ by (Name): _____

Sent to school nurse _____ by (Name): _____

Sent home _____ by (Name): _____

Sent to physician _____ by (Name): _____

Physician's Name: _____

Sent to hospital _____ by (Name): _____

Name of Hospital: _____

_____

10. Was a parent or other individual notified? No:_____ Yes:_____ When:_____How:_____

Name of individual notified: _____

By Whom? (Enter name): _____

11. Witnesses: 1. Name_____ Address: _____

2. Name_____ Address: _____

12. Specify Activity

Athletic field	_____	Locker	_____
Auditorium	_____	Pool	_____
Cafeteria	_____	Sch. grounds	_____
Classroom	_____	_____ Shop	_____
Corridor	_____	Showers	_____
Dressing room	_____	Stairs	_____
Gymnasium	_____	Toilets and washrooms	_____
Home Econ.	_____	Other (specify)	_____
Laboratories	_____		

Remarks

What recommendations do you have for preventing other accidents of this type?_____

_____

_____

_____

_____

_____

_____

_____

Signed: Principal:_____ **Teacher:** _____

(National Safety Council—Form School 1)

EVALUATION

Evaluation Is . . .

- a continuous ongoing process
- a diagnostic tool
- an aid to program planning

—NOT an occasional event

—NOT a labeling device

—NOT a form of student punishment

It Involves . . .

- the assessment of student performance on the basis of individual progress in relation to abilities and capabilities.
- the utilization of a sufficient number of techniques to provide comprehensive information about the child, e.g., teacher observation, class discussion, performance tests, anecdotal records, etc.
- an emphasis on individual progress rather than comparative rankings.
- the participation of students in self-evaluation activities.

and should . . .

- be compatible with the entire school and reflect departmental agreement among staff members.
- be based upon established objectives reflecting the goals and objectives of the school district, school, teacher and student.
- be clearly defined and carefully communicated to students and parents.

ELEMENTS OF EVALUATION

Physical Development

Strength, aerobics, flexibility and body composition.

Achievement

Skills, performance, improvement, effort, ability, execution, application.

Knowledge

Activity, rules, skills, strategy, safety, terminology.

Participation

Attitude, cooperation, responsibility, enthusiasm, leadership, sportsmanship, safety practices.

Attendance and Preparation

Attendance, personal responsibilities.

DEVICES

Fitness tests, motor ability tests, teacher observations. Accomplishment of goals set by the student.

Skill tests, teacher observation, written tests, game results. Accomplishment of goals set by the student.

Written tests, teacher observations. Student research.

Teacher observations, squad leader records.

Teacher observations, squad leader records, roll book, etc.

Conference

Letter grade

Pass/fail

ALTERNATIVE GRADING SYSTEMS AND REPORTING

TYPE	ADVANTAGES	DISADVANTAGES
Pass-Fail System	Reduces focus on letter grade and permits more relaxed learning climate. Easier to administer	May be difficult to determine line between pass and fail. Does not reveal performance levels of individual students. May include non-academic criteria.
Letter-Grade System	Shows range of abilities and attitudes within a classroom. Is familiar to most adults and students.	Ranks students on a competitive basis rather than on the basis of individual progress. Does not indicate particular strengths and weaknesses. May include non-academic criteria.
Checklist	Indicates performance and skill level and reveals individual progress. Allows individuals to assess areas of strengths and weaknesses. Does not rank students competitively but instead takes into account ability and need. Provides a guide for program planning.	Requires careful assessment and recordkeeping. May need simplification for purposes of communication with parents.
Conference	Involves increased communication between teacher, parent and student. Has good public relations benefits. Allows problem situations to be resolved more easily.	Is time consuming and may be difficult to arrange. Requires careful advance preparation.
Contracting	Provides students with choice of activities and grade. May increase student motivation. Creates a teacher-student learning partnership. Eliminates percentage failure.	May promote content-centered rather than student-centered behavior. May reduce group interaction. Involves time-consuming recordkeeping and student conferences.

SAMPLE CONTRACT

Volleyball Unit

Name_____ Teacher_____ Grade or level_____

Student Instruction: A minimum number of contracts must be completed in each of the following areas: written, oral, skill.

Written Task(s) Date(s) due_____

Oral Task(s) Date(s) due_____

Skill Task(s) Date(s) due_____

Examples of a written task

1. Outline and compare the duties of a volleyball referee, umpire, scorer, timer, and linesman.
2. Draw to scale and label a volleyball court. Identify player positions.

Examples of an oral task

1. Identify three types of serving fouls.
2. Explain how to set the ball for a spike.

Examples of a skill task

1. Place 10 underhand serves within the boundaries of the receiving court.
2. Demonstrate a two-hand block.

Note: Points may be awarded for each task and accumulated for a letter grade assignment.

SAMPLE CHECKLIST FOR GRADES K-6

Physical Education Progress Report

Name_____ Teacher_____ Grade or level_____

Report Periods

1	2	3	4	5	6	Skill Area	Specific Skill/Activity	Good Progress	More Progress Needed
						Locomotor Movements			
						Non-Locomotor Movements			
						Rhythms			
						Object Handling			
						Games and Sports			
						Stunts, Tumbling, Apparatus			

Comments:_____

_____

_____

Parent-Teacher-Student Conference

Conference Guidelines

1. Schedule the conference at a time that is convenient for parents and teacher. (The student might also participate in the conference.)
2. Create a warm, comfortable, accepting climate.
3. Be prepared to say something complimentary about the student. Approach problems in a positive way.
4. Provide parents an opportunity for input and be aware that their information can contribute greatly to an understanding of the student.
5. Be objective in describing the student's performance, using a checklist and/or other supporting data.
6. Discuss projected activities for the student and jointly agree upon a plan of action if a problem must be resolved.
7. Conclude the conference on a positive note.
8. Record notes following the conference.

ASSESSMENT OF PERCEPTIONS OF ADMINISTRATORS WITH REGARD TO THEIR SCHOOL PROGRAMS

School_____ Position_____

Please give your evaluation of the presence of these qualities in the physical education department in your school. Place the number which describes your evaluation, according to the following scale. This will become a part of the assessment of the physical education department.

5—The best that might reasonably be expected, not necessarily perfect.
4—A good situation.
3—An acceptable level, with the essentials present for satisfactory accomplishment.
2—Deficient to the point that satisfactory accomplishment is not made.
1—Not present at all.

	5	4	3	2	1
1. The department is responsive to requests for input to assist in formulating school policy.					
2. The department develops or accepts innovations or changes aimed at improving instruction.					
3. The department sees itself as one part of the total school program and cooperates effectively with other departments and the administration.					
4. Educational objectives have been identified and the scope and sequence of courses offered are designed to meet these objectives.					
5. The department meets with success in meeting these objectives.					
6. Other departments have good and positive feelings about this department.					
7. Most students have favorable feelings about the department.					
8. There are adequate quantities and quality of materials, teaching aids, equipment and facilities for good work to be done.					
9. Teachers make the best use of available facilities.					
10. Teacher assignments within the department are made to take advantage of teacher strengths.					
11. Teachers develop and use effective methods of testing and evaluation.					
12. Teachers have enthusiasm for teaching and are able to foster enthusiasm in students.					
13. Teachers are responsive to individual student needs.					
14. Teachers use current and effective teaching strategies.					

TEACHER ASSESSMENT OF THE PHYSICAL EDUCATION PROGRAM

Class_____ Grade Level_____

5—Always
4—Usually
3—Often
2—Occasionally
1—Seldom
N—Never

		5	4	3	2	1	N
1.	The activity is appropriate to the student's level of achievement.						
2.	The activity will have some benefit to the lifetime of the student.						
3.	The activity contributes directly to the achievement of program objectives.						
4.	The activity offers sufficient opportunities for success.						
5.	The activity has meaning in the current social life of the learner.						
6.	The activity lends itself to reasonable safety practices.						
7.	The activity has relevance to students' interest and needs.						
8.	Provisions are made for students with special needs or problems.						
9.	Policies and practices take into account individual needs and variability.						
10.	Policies and practices are communicated to and easily understood by students and parents.						
11.	The learning environment is utilized in the most efficient way.						
12.	The grading system is appropriate for students of varying ability levels.						
13.	Effective and current methods of testing and evaluation are used.						
14.	Efforts are made to provide a balanced and progressive program for students.						
15.	Current and effective teaching strategies are employed.						

STUDENT ASSESSMENT OF THE PHYSICAL EDUCATION PROGRAM

School_____ Circle Grade Level 7 8 9 10 11 12

Please mark your opinion about the information listed below. Follow the 5 point rating scale.

5—Always
4—Usually
3—Often
2—Occasionally
1—Seldom
N—Never

	5	4	3	2	1	N
1. The program is geared to the needs of the student.						
2. There is enough variety in activities, team sports, individual sports, rhythmics, gymnastics and self-testing.						
3. Experiences in physical education lead to the development of good attitudes and relationships with fellow students.						
4. Physical fitness—agility—balance—endurance—strength—flexibility are developed.						
5. Special opportunities are provided for those who cannot take part in the regular program.						
6. Because of individual sports offered, my interest in lifetime sports has been increased.						
7. An adequate intramural program is available.						
8. Knowledge and understanding of the development and functions of the body are outgrowths of the physical education program.						
9. The facilities and equipment in the physical education department are adequate.						
10. The physical education teachers are dedicated and enthusiastic.						
11. Coeducational activities are offered to students.						
12. Concern for the health and safety of students is given careful consideration.						
13. In general, I have found my physical education courses to be an enjoyable experience.						
14. The physical education teachers appear to have adequate knowledge of their subject matter.						
15. The number and selection of advanced courses available are adequate. (Applicable to senior high.)						

PROGRAM EVALUATION SHOULD . . .

- Provide an accurate assessment of strengths and weaknesses in terms of: program goals and objectives, utilization of staff, facilities and equipment.
- Indicate direction for program change and/or removal.
- Permit input from administrators, teachers, students and community.
- Provide an accurate assessment of the extent to which students' needs are met.
- Indicate areas in which additional safety precautions should be adopted.

Program Renewal Might . . .

- Involve the revision of policies and procedures.
- Involve inservice training.
- Require curriculum changes or additions in order to meet individual student needs.
- Involve the reorganization of both human and material resources.
- Increase community interaction.
- Require additional teaching stations and equipment.

Some Renewal Techniques—

- Development of goals and objectives.
- Development of public relation strategies.
- Development or revision of policy manuals.
- Inter-school visitations.
- Workshops and conferences.
- Course development.
- Acquisition of teaching aids, materials, or equipment.
- Identification of community resources.
- Development of supplemental programs.
- Membership in professional organizations.
- Advanced studies.

The Instructional Program

Instructional Program Design

Program Content

Grades K-12

Adapted Program

Elective Program

INSTRUCTIONAL PROGRAM DESIGN

The instructional program design is intended to provide an overview of activities and performance skills appropriate for school age students. It is patterned to encourage educators to provide programs which foster the following behaviors and attitudes: creativity, self-direction, safety habits, understandings required for effective human relationships and sensitivity to physical fitness needs. These as well as performance skills are intended to carryover to intramurals, interscholastics, recreation programs, and lifetime enjoyments. The stated performance skills at each phase level represent viable norms accepted by leaders in the area of physical education.

In order to gear the instructional program to the developmental needs of all pupils—the gifted, average, slow and physically handicapped, a phased approach was developed. It provides for the recognition of the wide range of individual needs and abilities at each age level and enables teachers to plan for the sequential progression of skills. The phases are listed below:

Phase I — Kindergarten through Grade Two
Phase II — Grade Three through Grade Four
Phase III — Grade Five through Grade Six
Phase IV — Grade Six through Grade Eight
Phase V — Grade Nine through Grade Twelve
Phase VI — Advanced/Elective Classes
Phase VII — Adapted Classes

QUALITY FACTORS IN GRADES K-12 PHYSICAL EDUCATION PROGRAM

Plan for daily participation.
Plan for coeducational activities.
Provide adequate equipment.
Allow for individual programming.
Plan for adequate budget allowance.
Plan for integration with other curriculum areas.
Provide a variety of activities based on student needs, interests and physical condition.
Provide for direction from the classroom teacher or physical education teacher.

LEARNING DOMAINS

Psychomotor_____Human Movements
Cognitive_____Knowledge and Understandings
Affective_____Attitudes and Values

Psychomotor Objectives

- To develop organic and muscular strength, efficiency, and endurance for optimum functioning of the total organism.
- To develop power, speed, flexibility and coordination.
- To acquire motor skills resulting in efficient use of the body and serving as a basis for present and future participation in lifetime recreational activities.
- To provide for the attainment of healthful postural habits.
- To provide opportunities for movement learning experiences.

Cognitive Objectives

- To utilize game techniques, strategies and rules which will aid in understanding and participating in sports.
- To acquire sports knowledge which creates a continuing interest in sports activities.
- To understand the principles of movement and of body mechanics which result in economical and efficient use of the body in work and play.
- To understand the human body and the factors which influence the development and maintenance of physical fitness.

Affective Objectives

- To know the feeling of personal satisfaction by successful physical participation in activities.
- To develop personal qualities and patterns of behavior which make possible more effective social relationships—self-control, fair play, respect for others—responsibility, loyalty, cooperation and courtesy.
- To develop an appreciation of the necessity and desirability of establishing and following rules of play.
- To develop effective leader-follower techniques and attitudes.
- To participate as a member of a group.
- To realize self-worth.

AN INTERDISCIPLINARY APPROACH

Physical education can be correlated with other areas of the curriculum when it seems appropriate. Integration may be achieved by planning activities around a concept or topic central to other disciplines.

Representative activities illustrate a conceptual approach.

Optional Concepts

Mathematics—Measurement, numbers, geometric forms etc.

Art—Symmetry, color, etc.

Science—Force, motion, space/time relationships, etc.

Social Studies—Interdependence, culture, custom, etc.

Language Arts—Nonverbal communications, mood, etc.

Music—Rhythm, tempo, etc.

MATHEMATICS

Determine percentage of body fat using various formulas.
Learn methods of scoring in sports and games.
Measure activity performance, such as times, distances and heights.
Create floor patterns in dance such as circles, squares, rectangles and parallel lines.
Design tournament pairings.
Calculate averages from physical fitness and other performance tests.
Calculate percentages such as team standings, batting averages.
Make graphs and charts to illustrate pupil progress in an activity.
Compare European records in the metric system with those of Americans.

ART

Use art media such as figure drawings, modeling clay, pipe cleaners, wood, soap, etc., to illustrate physical performance.
Examine art masterpieces in painting and in sculpture that illustrate the lines and grace of body movements.
Make bulletin board displays and attractive posters publicizing physical education activities.

SCIENCE

Relate physical fitness in terms of muscular strength and muscular endurance to "work capacity" as measured by tests of cardiorespiratory endurance.

Measure vital capacity and correlate it with changes in physical performance.

Study reaction time and movement time and how they are modified by temperature, motivation and fatigue, physical conditioning, and sports training.

Study body function by analyzing the motor performance of individuals under different conditions.

Relate body function to conditions such as obesity, malnourishment, upper respiratory difficulties, coronary heart attacks, and performance limitations in team and individual sport activities.

Relate the laws of motion to physical activities.

Use a variety of musical instruments to illustrate how sounds differ in pitch, volume and quality.

Investigate the application of force when hitting an object with another object.

SOCIAL STUDIES

Perform folk dances of other lands and the different cultures.
Identify the origins of physical education activities such as archery and the discus throw.
Discuss the tradition of tournaments.
Compare the lifestyle of ancient Greeks and Romans with those of Americans.
Investigate the relationship of the Olympic Games and modern games.
Discuss the value of play as an activity full of meaning such as a child's way of life, a therapeutic agent for the handicapped, senior citizens, etc., and with powerful social, medical, educational, and recreational implications.

LANGUAGE ARTS

Write newspaper stories about the local sports program.
Write about personal physical education experiences.
Research the origins of games, rules and sports figures.
Officiate a game.
Express words, phrases, etc., through movement and the use of music.
Read literary works that are concerned with physical expression and motor performance.

MUSIC

Listen to music that suggests movement.
Perform to music that suggests movement such as waltzing, skipping and the whole range of basic dance patterns.
Participate in singing games with physical actions.

PHYSICAL EDUCATION PROGRAM CONTENT

TYPE OF SPORT				GRADE LEVEL											
Activity	Team	Indv.	Life Time	K	1	2	3	4	5	6	7	8	9	10	11	12
Aquatics		X	X		X	X	X	X	X	X	X	X	X	X	X	X
Archery		X	X								X	X	X	X	X	X
Backpacking		X	X											X	X	X
Badminton		X	X								X	X	X	X	X	X
Basketball	X							X	X	X	X	X	X	X	X	X
Bicycling		X	X				X	X	X	X	X	X	X	X	X	X
Bowling		X	X					X	X	X	X	X	X	X	X	X
Dance/ Rhythms		X	X		X	X	X	X	X	X	X	X	X	X	X	X
Fencing		X	X											X	X	X
Field/Floor Hockey	X				X	X	X	X	X	X	X	X	X	X	X	X
Health Related Physical Fitness		X	X		X	X	X	X	X	X	X	X	X	X	X	X
Fishing		X	X											X	X	X
Flag Football	X		X					X	X	X	X	X	X	X	X	X
Frisbee/Folf/ Ultimate			X		X	X	X	X	X	X	X	X	X	X	X	X
Games/ Relays	X				X	X	X	X	X	X	X	X	X	X	X	X
Golf		X	X									X	X	X	X	X
Gymnastics		X					X	X	X	X	X	X	X	X	X	X
Handball/ Raquetball		X	X								X	X	X	X	X	X
Movement Exploration		X			X	X	X	X	X	X	X	X	X	X	X	X
Orienteering/ Map & Compass		X	X				X	X	X	X	X	X	X	X	X	X
Outdoor Adventure Programs			X						X	X	X	X	X	X	X	X
Recreational/ Initiative Games	X		X		X	X	X	X	X	X	X	X	X	X	X	X
Shooting Sports		X	X				X	X	X	X	X	X	X	X	X	X
Self-Defense		X	X								X	X	X	X	X	X
Skating		X	X					X	X	X	X	X	X	X	X	X
Soccer/Team Handball/ Speedball	X							X	X	X	X	X	X	X	X	X
Softball/T Ball	X		X					X	X	X	X	X	X	X	X	X
Table Tennis		X	X					X	X	X	X	X	X	X	X	X
Tennis/Deck Tennis		X	X					X	X	X	X	X	X	X	X	X
Track/Field	X				X		X	X	X	X	X	X	X	X	X	X
Tumbling/ Self-Testing		X			X	X	X	X	X	X	X	X	X	X	X	X
Volleyball	X		X			X	X	X	X	X	X	X	X	X	X	X
Wrestling		X									X	X	X	X	X	X

PHASE ONE

GRADES K-2

CONCEPT	SYMMETRY	PATH
ACTIVITY	NON-LOCOMOTOR MOVEMENT	MOVEMENT EXPLORATION
Performance Objectives	Student should be able to—	Student should be able to—
	recognize the difference between symmetrical and asymmetrical designs.	demonstrate an understanding of path by moving along a prescribed visual path.
	use his/her body to form symmetrical designs.	change direction at various times to create a new path, e.g., curved path, path with obstacle, etc.
Instructional Strategy	Teacher should—	Teacher should—
	discuss symmetry in design using pictures, chalkboard drawings, etc.	have children walk to beat of drum along a prescribed path, i.e., throw a rope on the floor and walk the path of the rope.
	have one or more students demonstrate symmetrical body positions, e.g., both arms out, both legs bent, both hands on waist, etc.	change the paths by adding conditions, e.g., obstacles, directions, etc.; have children create, describe and move along new paths.
	experiment with symmetrical rhythm patterns, e.g., two steps forward, two steps backward, three hops, two skips, three hops, two skips, etc. Emphasize the repetitiveness and evenness in the pattern.	
	use Simon Says or similar technique to have students assume different poses or moves. Students should then decide if the movement or position is symmetrical.	
	as optional activity, have children bring in pictures (people or things) that might be labeled.	
Space Equipment	Gym Pictures Chalkboard	Gym or play area Drum

CONCEPT	RHYTHM	NONVERBAL COMMUNICATION
ACTIVITY	MOVEMENT EXPLORATION WITH RHYTHM	MOVEMENT EXPLORATION USING GESTURE
Performance Objectives	Student should be able to— move in accordance with the beat of the drum and/or record.	Student should be able to— express ideas using bodies rather than voices. respond to various musical moods.
Instructional Strategy	Teacher should— instruct students to clap hands in time with the drum or record. have students step or march to the beat of the drum or record: a. vary the rate of the drum beat b. give students an opportunity to work with a partner or in groups of three. have children create a series of rhythmic patterns.	Teacher should— discuss ways of expressing ideas and feelings without talking, e.g., techniques used by deaf people. ask students to express ideas with gestures, e.g., cold, hot, excited, happy, sad, angry, afraid, sleepy, etc. play music and ask students to express feelings through movement. as an optional activity ask children to tell a story, e.g., with gestures.
Space/Equipment	Classroom or gym Drum or record	Classroom or gym Various mood records

CONCEPT	OPPOSITES	SHAPE
ACTIVITY	MOVEMENT EXPLORATION	MOVEMENT EXPLORATION
Performance Objectives	Student should be able to— express the meaning of opposites through movement. create a movement pattern sequence utilizing opposites.	Student should be able to— form various shapes, e.g., letters, numbers, objects, etc., with his/her body or by using ropes.
Instructional Strategy	Teacher should— review the components of movement, e.g., space, size, force, direction, turn, twist, swing, etc. discuss the concept of opposites with children and have them name and/or demonstrate several opposites, e.g., big-little, sleepy-awake, happy-sad, etc. have children identify and perform opposite movements, e.g., forward-backward step, low-high walk, short-long jump, loud-soft walk, etc., to various rhythms. have children in pairs develop and perform a movement pattern sequence using at least four opposite movements. Have the class identify opposites.	Teacher should— discuss various shapes with students. Have them identify objects, letters, numbers with various shapes. have students create shapes with their body. have students work in pairs or groups of three to create additional letters and numbers, e.g., T, S, N.
Space/Equipment	Gym or play area	Gym or play area

PHASE TWO

GRADES 3-4

CONCEPT	NON-VERBAL COMMUNICATION	INTERDEPENDENCY SPECIALIZATION
ACTIVITY	MOVEMENT EXPLORATION	KICKBALL
Performance Objectives	Student should be able to— use gestures to express feelings and ideas. explore the many ways body movement can be used to express a particular feeling or idea.	Student should be able to— understand the concepts of interdependency and specialization as they relate to business and athletics. participate in a game that requires interdependency and specialization.
Instructional Strategy	Teacher should— relate communication to body movement, e.g., ways of saying hello with gestures. select an idea or feeling, e.g., pain and have students explore many ways of expressing it with body movements. have students work in pairs and express a range of ideas or feelings with body movements. use non-verbal communication through movement to various dance forms, e.g., ballet, folk dances, etc. Films might be used for this activity.	Teacher should— discuss specialization, division of labor and interdependency as it relates to business, athletics, etc. Discuss roles and responsibilities of team members in athletic situations. play kickball and then analyze the game in terms of the functions performed by team members.
Space/Equipment	Gym Play area	Playground Soccer ball

CONCEPT	PATH	SYMMETRY
ACTIVITY	MOVEMENT EXPLORATION	INDIVIDUAL AND GROUP STUNTS
Performance Objectives	Student should be able to— change the path of movements in response to directions. respond to the beat of the drum in expressing the path.	Student should be able to— recognize the difference between symmetrical and asymmetrical stunts. perform individual and group stunts that are symmetrical in design.
Instructional Strategy	Teacher should— have students move and change directions in response to a drum beat, e.g., four steps forward, four steps backward, four steps sideways, etc. use the drum head sound to signal movement in a straight path and the drum rim sound to signal movement in a curved path. Alternate movements giving children opportunities to move in straight and curved paths following specified directions.	Teacher should— demonstrate or have students demonstrate stunts and then determine whether they are symmetrical or asymmetrical. Group activities: simple pyramids chinese get-up spread eagle hand stand merry-go-round Individual activities head stand tip up tripod hand-knee balance have students perform specified stunts.
Space/Equipment	Gym Drum or other instrument	Gym Mats

CONCEPT	CUSTOMS	RHYTHM, DIRECTIONALITY
ACTIVITY	INDIAN DANCE/GAMES	MOVEMENT EXPLORATION WITH RHYTHM
Performance Objectives	Student should be able to— perform at least two Indian dances. Relate particular dances to the Indian way of life. perform Indian games.	Student should be able to— move in a specific direction clapping hands, e.g., drum forward, sticks backwards, clap hands sideways. combine directions to form a movement pattern in response to rhythm and instrument.
Instructional Objectives	Teacher should— discuss the various types of dances Indians performed to celebrate various occasions or events. have students explore dance movements, e.g., war dance (slow toe and heel step, rapid hop with body bent forward, fast step-hop with knees lifted, etc.). introduce a particular dance and give students opportunties to perform in various sized groups.	Teacher should— instruct students to move in specified directions in time with the beat and according to the instrument used, creating various movement patterns. give children opportunities to assume leadership by directing the movement patterns.
Space/Equipment	Classroom or gym Indian dance music	Classroom or gym Drum or stick

CONCEPT	RHYTHM	RHYTHM, SYMMETRY
ACTIVITY	BALL HANDLING AND JUMPING	MOVEMENT PATTERNS
Performance Objectives	Student should be able to— use ropes to jump, hop, skip in concert with the rhythm provided by music. perform ball handling skills, e.g., dribbling in accordance to a specified rhythm. combine skills into a routine.	Student should be able to— perform various movement sequences
Instructional Strategy	Teacher should— provide students with jump ropes and balls and have them jump, skip, dribble, etc., to the beat of a drum. after some skill is gained, use records to provide the rhythm. give students an opportunity to develop a routine to music combining ball handling and jumping skills. For this activity students may wish to work in small teams.	Teacher should— discuss movement patterns in terms of symmetrical or assymmetrical characteristics. have the group compose a symmetrical and/or asymmetrical movement pattern which could be set to music or drum beat. have students work in pairs to compose and perform various movement pattern sequences. as an optional activity discuss choreography and relate it to the movement sequence activities.
Space/Equiment	Gym Jump ropes, balls, drum Record	Gym Drums or records

CONCEPT	MEASUREMENT	ROTARY MOTION
ACTIVITY	TRACK AND FIELD EVENTS	GYMNASTICS HORIZONTAL BAR
Performance Objectives	Student should be able to— measure the results of track and field events. participate in track and field events.	Student should be able to— perform circular motion around a bar by doing a casting back hip circle. explain differences in circular motion in this activity as compared to forward roll and cartwheel.
Instructional Strategy	Teacher should— have students use a tape to measure distance in softball and football throwing events (prior to field events). have students participate and then measure performance in the following events: high jump, standing long jump, running long jump, distance football or softball throw.	Teacher should— using chalkboard diagrams, explain the mechanics of the back hip circle and relate it to circular motion. have students do back hip circles. as an optional activity for some students, introduce front tuck hip circles. discuss activity in terms of rotary motion, center of gravity, etc.
Space/Equipment	Playground Tape measure	Gym Chalkboard Single bar (three to four feet high)

CONCEPT	CUSTOM	AESTHETIC VALUE OF SPORTS
ACTIVITY	GUSTAF'S SKOAL	SPORTS APPRECIATION
Performance Objectives	Student should be able to— compare certain cultural differences between the USA and Sweden. perform the Swedish dance, Gustaf's Skoal.	Student should be able to— recognize characteristics of athletics that make a sport interesting and enjoyable to watch. name two or more sports activities that are personally satisfying and describe reasons that contribute to the choice.
Instructional Strategy	Teacher should— discuss differences between American and Swedish cultures. if possible show films and/or pictures of Swedish life. play Swedish folk music and then introduce the Swedish folk dance, Gustaf's Skoal. have students perform the dance.	Teacher should— show various films that depict athletic performance, e.g., skiing, diving, ice-skating, cross country running, etc. Identify common elements in all performances. Identify major differences. discuss differences between amateur and professional performances. have students identify personal sports choices and reasons for choice. as an optional activity have students recognize the gracefulness and expressiveness of basketball and/or football players by setting a film to music. prepare a bulletin board focusing on the aesthetics of athletics.
Space/Equipment	Gym Record	Classroom Gym, films, pictures, music

PHASE I—GRADES K-2

PHASE I—Locomotor Movements

Performance Skills for Walking:

Student should be able to—
- walk with efficient arm, leg and foot action and maintain good posture.
- walk in different directions.
- walk with different intensity.
- walk with different dimensions of step
- walk 500 yards without undue fatigue.
- determine that different speeds of walking will reduce the time to get from place to place.
- identify the type of walking that is most fun and least tiring.

Activity:

Allow the children to explore movement by asking questions and letting them respond in their own way.

Can You—
- walk high, low?
- change direction, level, speed, without stopping?
- walk with feet pointing inward, outward?
- walk on your toes, heels?
- walk happy, sad?
- walk backward?
- walk to rhythm—clapping hands to the sound of a drum or a record.

How many different ways can you walk?

Performance Skills for Running:

Student should be able to—
- run without falling down or bumping into objects.
- run in different directions.
- tag another person while running.
- dodge a tagger without falling.
- run a 30-yard dash in six seconds or less.
- run continuously for one minute.
- be aware of body movements for efficient running.
- experience the pleasure of running.

Activity:

Can You—
- run in place?
- run in slow motion?
- run with knees high?
- run low to the ground?
- run backward?
- run heavily, lightly?
- run and stop when you hear a signal?

How many different ways can you run?

How many different ways can you move your arms while running?

Performance Skills for Jumping:

Student should be able to—
- jump down from a height of three feet and maintain balance.
- jump continuously in place maintaining balance.
- jump continuously, moving forward, backward and sideways.
- determine that one has to run faster to jump further.
- execute a standing long jump a distance of one's own height.
- execute a running long jump a distance of five feet or more.
- execute a jump and reach a height of five to eight inches above one's extended reach.
- jump over an object about two to three feet high.
- be aware of body movements for efficient jumping.

Activity:

Can You—
- jump forward, sideways, and backward?
- jump high?
- jump and turn slowly, making a circle?
- jump to a rhythm?
- jump back and forth over a line?
- combine jumping with other forms of movement?
- Do your arms help you jump high or low?
- How far can you jump?

Performance Skills for Hopping:

Student should be able to—
- hop alternately on each foot without losing one's balance.
- hop in different directions.
- hop a distance of 30 feet continuously and without falling.
- determine the need to maintain a constant rhythm while hopping.
- be aware of body movements for efficient hopping.

Activity:
Can You—
- hop in place?
- hop slowly, turning in a circle?
- hop in different directions?
- hop changing feet on every third hop?
- hop to rhythm?

Performance Skills for Leaping:

Student should be able to—
- execute a leap forward on alternating feet.
- execute a leap over a series of objects not any more than 12 inches high.
- identify the difference between a hop, a leap, and a jump.
- be aware of body movements for efficient leaping.

Activity:
Can You—
- leap high?
- leap far?
- leap to rhythm?

Performance Skills for Sliding:

Student should be able to—
- execute a slide in different directions.
- execute a slide alone.
- execute a slide with a partner.
- be aware of body movements for efficient sliding.

Activity:
Can You—
- slide to the right, left?
- slide without much lift?
- slide with a big lift?
- slide in a circle?
- slide with a partner by holding hands and facing each other?
- slide to rhythm?

Performance Skills for Skipping:

Student should be able to—
- execute a skip forward.
- execute a skip in different levels.
- skip 200 yards without undue fatigue.
- be aware of body movements for efficient skipping.

Activity:
Can You—
- skip high?
- skip low?
- skip with a partner?
- skip to rhythm?
- move your arms in different ways while skipping?

Performance Skills for Galloping:

Student should be able to—
- execute a gallop in different directions.
- execute a gallop alone.
- execute a gallop with a partner.
- execute a gallop and change the lead foot.
- identify the difference between a slide, a skip and a gallop.
- be aware of body movements for efficient galloping.

Activity:
Can You—
- gallop with the right leg leading?
- gallop with the left leg leading
- gallop in a circle?
- gallop like a circus pony?
- gallop in slow motion?
- gallop to music?
- gallop changing lead leg every fourth gallop without stopping?

PHASE I—GRADES K-2

PHASE I—Basic Rhythms

Performance Skills for Basic Rhythms:

Student should be able to—
- clap to different rhythmic patterns.
- execute locomotor movements to musical accompaniment.
- change direction at the end of each phrase of music.
- execute body movements to the intensity of the music.
- bounce a ball to musical accompaniment.
- jump rope to musical accompaniment.
- execute non-locomotor movements to musical accompaniment.
- execute creativity in body movements to musical accompaniment.
- execute locomotor and non-locomotor movements to imitate animals and toys.
- perform nursery rhymes, poems, songs, etc., creatively to musical accompaniment.
- perform creatively to musical accompaniment ideas which express the quality, direction, and level of movement.
- perform several new singing games and folk dances.
- recognize when to start a dance to the musical accompaniment.

Activity:

Can You—
- Imitate toys, animals, etc., to a variety of musical accompaniments.
- Bring in a favorite record and put movements to the music.
- Play a variety of singing games and folk dances such as:
  - Bingo
  - London Bridge
  - The Wheat
  - Oats, Peas, Beans
  - Little Polly Flinders
  - Hickory, Dickory, Dock
  - Go Round and Round the Village
  - Paw Paw Patch
  - Did You Ever See A Lassie?
  - Kinderpolka
  - Moving
  - Clap, Slap, Tap
  - Disco For Kids
  - One, Two, Three and Move
  - Fun Dances for Children...Let Them Discover

PHASE I—GRADES K-2

PHASE I—Games and Sports

Performance Skills for Games and Sports:

Student should be able to—
- play skillfully running and tag-type games and show ability in dodging a tagger, changing directions and turning corners.
- play skillfully simple ball games and show ability to control a ball, to handle a ball, and to keep score.
- recall and play several individual, dual and group games that can be played after school.
- understand rules and strategy of simple games.

Activity:

Play a variety of games such as:

- Circle Pass Ball
- Pass and Duck Relay
- Keep It Up
- Add On
- Four Square Catch/Two Square
- Hound and Rabbit
- Jump the Brook
- Old Mother Witch
- Shadow Tag
- Stride Ball
- Three Little Witches
- Catch Up
- Toe Tag
- Hop-Scotch

PHASE I—GRADES K-2

PHASE I—Object Handling

Performance Skills for Object Handling:

Student should be able to—
- roll a ball over an 18-inch square from a 10-foot distance.
- roll a ball at a wall 10 feet away and catch it as many times as possible.
- catch a rolled ball from a partner standing 12 feet away.
- bounce and catch a ball using both right and left hands for several minutes
- bounce and catch a ball with a partner standing 10 feet away.
- bounce and catch a ball while walking and running or performing stunts.
- strike a ball with a bat off a rubber tee for a distance of 10 feet.
- recognize that body movement affects an object in terms of distance and direction.
- throw a ball using a two-hand underhand throw at a target 12 feet away.
- throw a ball at a moving person 10 feet away.
- throw a ball using an over-arm throw a distance of 20 feet or better.
- throw a ball into the air about 10 feet and then catch it.
- kick a ball forward for a distance of 40 feet or more.
- kick a rolling ball.
- kick a ball at a target 10 feet away.
- jump a rope as many times as possible without missing.
- jump a long rope using both feet and on alternate feet.
- run into a turning rope and jump as many times as possible.
- jump the shot as many times as possible without missing.
- jump a rope both forward and backward.

Activity:

Allow the children to explore objects by asking questions and letting them respond in their own way.

Can You—
- roll a ball along a painted line on the floor?
- stand six feet away and roll a ball at wooden pins or milk cartons?
- throw a beanbag for distance?
- throw a beanbag at a target or through a box?

Play a variety of games such as:
- Sky Ball
- Line Roll Ball
- Tunnel Ball
- Duck on the Rock
- Call Ball
- How fast can the ball be bounced with two hands?
- How high can the ball be bounced?
- How low can the ball be bounced?
- Can the ball be bounced and caught with one hand?
- Can the ball be bounced through an obstacle course?

Try a variety of individual and dual activities such as:
- Bouncing Ball
- Zig Zag Bounce Relay
- Place Kick Ball
- Bat Ball

PHASE I—GRADES K-2

PHASE I—Non-Locomotor Movements

Performance Skills for Non-Locomotor Movements

Student should be able to—
- swing, sway, bend, stretch, turn, pull push, lift and twist with a variation in speed, direction, force and in areas of space.
- understand that body sizes and shapes can be changed by moving body parts.
- communicate an idea or feeling by moving body parts.

Activity:
- Make yourself as small as possible.
- How far to the side can you bend; to the back, etc.?
- Keeping knees stiff, how close can you bring your head to your knees?
- Lying on the floor, can you touch your feet and head; feet and shoulders?
- How tall can you make your body while lying down, kneeling, standing?
- How far can you reach lying down, kneeling, standing; how many different directions?
- Pull an object toward yourself (real or imaginary).
- Pull from the front, from the back, from the side, using one or both arms.
- Push light and heavy objects across the floor (real or imaginary).
- Push with one hand, two hands.
- Lift various parts of your body while lying on the floor.
- Lift light, medium and heavy objects correctly (real or imaginary).
- Combine swing with other locomotor movements using music.
- Swing legs and arms in various directions and speeds.
- See how far you can turn your body by jumping into the air, ¼, ½, ¾ turn.
- Twist arms and legs around other body parts.
- Combine twist with other movements to music.
- Sway like big trees in a strong wind.

PHASE I—GRADES K-2

PHASE I—Stunts, Apparatus, Tumbling

Performance Skills for Stunts, Apparatus, Tumbling:

Student should be able to—
- perform several stunts that require agility and flexibility.
- perform animal walks in a variety of motions and speed.
- climb a rope or jungle gym at least twice one's height.
- walk a low balance beam without stepping off.
- hang from and roll over a low horizontal bar.
- perform a forward roll.
- perform a backward roll.
- perform several couple stunts.
- perform a tripod.
- appreciate individual body abilities and capabilities.

Activity:
Engage in a variety of individual and dual activities such as:
- Elephant Stand
- Heel Slap
- Seal Walk
- Crab Walk
- Inch Worm
- Log Roll
- Shoulder Roll, egg roll, cartwheel
- Forward Roll
- Mule Kick

On the balance beam:
- Forward Walk
- Backward Walk
- Slide
- Leg Swing

On the horizontal bar:
- Hang Like a Monkey
- Pull Ups
- Skin the Cat
- Pull Over, Possum Hang

On the climbing rope:
- Chinning
- Inverted Hang
- Swinging
- Climbing

PHASE II—GRADES 3-4

PHASE II—Locomotor Movements

Performance Skills for Walking:

Student should be able to—
- walk with efficient foot action.
- walk in a marching pattern.
- walk with a variation in intensity, direction and size of step.
- select a walking movement in relation to a rhythm pattern.
- express a mood with a walking style.

Activity:
- Walk to rhythm from the beat of a drum or record.
- Walk a low balance beam forward, backward and sideways.
- How many different ways can you walk?

Performance Skills for Running:

Student should be able to—
- run for several minutes without undue fatigue.
- run a 40-yard dash.
- run and dodge a tagger without collisions.
- run and leap over a series of different size objects.
- calculate running time and distance.
- determine the fastest way of running an obstacle course.
- choose a running event or activity that is personally satisfying.

Activity:
- How many different ways can you run?
- How many different ways can you move your arms while running?
- Run for speed in a straight line.
- Change direction, level and speed without stopping.
- Run an obstacle course around, under and over objects.

Performance Skills for Jumping:

Student should be able to—
- jump and reach 8 inches or more.
- execute a standing long jump a distance of one's own height plus 3 inches.
- execute a running long jump approximately 7 to 8 feet.
- perform a running high jump of 32-34 inches.
- successfully jump and hop in a hop scotch game.
- jump down from a height of four feet and maintain balance.
- design and maneuver an obstacle course utilizing various locomotor movements.
- calculate individual progress in jumping height and distance.

Activity:
- How many different ways can you jump?
- Play jump the shot.
- Play jump the brook.
- How can you use your arms?

Performance Skills for Sliding:

Student should be able to—
- slide in various directions and with a variety of speed.

Activity:
- Can you change direction and speed without stopping?
- Can you slide with a partner to rhythm?

Performance Skills for Jumping Rope:

Student should be able to—
- jump a rope using combinations of locomotor movements and speeds.
- create new ways of jumping rope and teach them to others.

Activity:
Can you jump a rope to various rhymes or rhythms?
Can you do a jump rope relay?

Performance Skills for Galloping:

Student should be able to—
- gallop by himself.
- gallop with a partner.
- create a movement pattern using combinations of locomotor movements and speeds.

Activity:
Can you gallop and change the lead foot?
Can you gallop with a partner?

PHASE II—GRADES 3-4

PHASE II—Non-Locomotor Movements

Performance Skills for swing, bend, stretch, twist:

Student should be able to—
- swing, sway, bend, stretch, turn and twist in a variety of directions.
- swing, sway, bend, stretch, turn and twist in combinations involving locomotor movements.
- communicate an idea or feeling through body movements to a rhythm pattern.

Activity:
Create movement patterns to music.

PHASE II—GRADES 3-4

PHASE II—Basic Rhythms

Performance Skills for Rhythm:

Student should be able to—
- create combinations involving locomotor and non-locomotor movements with even and uneven rhythms.
- add a change of direction, level and intensity while creating various combinations.
- respond expressively to musical arrangements expressing emotions, occupations, story book characters.
- create new body movements to known dances.
- perform fundamental movements to singing games and simple folk dances.
- perform the step-hop, step-swing and two-step in simple dances.
- identify and perform American folk dances involving the left elbow swing, right elbow swing, both hands around, promenade, do-si-do your partner.

Activity:
Try a variety of American and folk dances such as:
- Skip to My Lou
- Danish Dance of Greeting
- Grand March
- Little Brown Jug
- Oh, Susanna
- Oh, Johnny
- Virginia Reel
- Crested Hen
- Duck for the Oyster
- Pop Goes the Weasel
- Seven Jumps

Bring in a favorite record and put movements to the music.
- European Running
- Jogging Through the Jungle
- Break Dancing

PHASE II—Object Handling

Performance Skills for Ball Handling:

Student should be able to—
- throw a softball against a wall from an 8-10 foot distance and catch it 3 out of 5 times after it bounces once.
- throw balls of a variety of sizes vertically into the air and catch the balls 8 out of 10 times in succession.
- throw a softball overhand to a partner 35 to 40 feet away.
- throw ground balls to a partner 20 to 25 feet away.
- throw a small football to a partner 20 feet away.
- throw a football at a 3 feet x 4 feet target from a distance of 10-15 feet and hit the target 5 out of 10 times.
- throw a basketball at a 36-inch circle from a distance of 15 feet and hit the target 7 out of 10 times.
- throw a soccer ball for distance.
- throw a softball for distance.
- kick a soccer ball between two objects 5 feet apart from a distance of 10 feet.
- dribble a ball using either foot without losing control of the ball for a distance of 35 feet.
- dribble a ball using either hand without losing control of the ball for a distance of 30 feet.
- strike a softball with a bat from a batting tee.
- strike a well-pitched softball with a bat and hit into fair territory.
- strike a volleyball with either one or both hands over a net within the boundaries of the opposite court.
- strike a volleyball with the hand for a distance of 30 feet.
- recognize that manipulative skills differ when different sized balls are used.
- recognize the advantage of coordinating the arm, hand and leg movement for throwing balls.
- lead-up bumping skills.

Activity:

Try a variety of group and dual activities such as:
- Spud
- Kickball
- Kick Soccer
- Newcomb
- Dribble Relay
- Keep Away
- Rotation Ball
- Zig Zag Relay
- Circle Softball
- Throw It and Run
- Two Square/Four Square
- Scooter Basketball
- Long Ball
- Boundary Ball
- Obstacle Relay
- Jump Rope Relay
- Folf
- Juggling
- Jail Ball
- Silent Ball

PHASE II—GRADES 3-4

PHASE II—Games

Performance Skills for Games and Sports:

Student should be able to—
- play skillfully running and tag-type games and show ability in dodging a tagger, changing directions and turning corners.
- play skillfully lead-up games to sports and follow simple rules.
- recall and play simple games that can be played after school.
- understand the strategies and rules for simple games.

Activity:

Play a variety of group and dual games and activities such as:
- Backaway
- Box Ball
- Circle Chase
- Circle Relay
- Club Snatch
- Four Square
- Flowers and Wind
- Stop Thief
- Wonderball
- Rotation Ball
- Tunnel Ball
- Squirrel in the Tree

PHASE II—GRADES 3-4

PHASE II—Stunts, Apparatus, Tumbling

Performance Skills for Stunts, Apparatus, Tumbling:

Student should be able to—
- perform stunts that require flexibility, strength and agility.
- walk forward on a balance beam.
- gallop on a balance beam.
- walk forward to the center of the beam, kneel on one knee, walk backwards to the starting point.
- perform a cartwheel, headstand, forward and backward roll.
- perform several couple stunts and couple balances.
- climb and descend a rope a distance of twice one's height.
- vault over a bench.
- perform a bent arm hang on a horizontal bar.
- hang by the knees on a horizontal bar.
- perform a chin-up on the horizontal bar.
- create new ways to use apparatus.
- create and perform a simple routine of tumbling stunts.
- be aware of good body form while performing stunts on apparatus or the mat.

Activity:

Try a variety of individual and dual activities such as:
- Turk Stand
- Bear Dance
- Rocker
- Forward Roll
- Backward Roll
- Seal Slap
- Head Stand
- Cartwheel
- Handstand
- Handspring
- Inch Worm
- Wheelbarrow
- Tripod
- Rope Climbing

On the Balance Beam:
- Forward Walk
- Backward Walk
- Galloping
- Side Stepping
- Foot and Knee Balance
- Knee Balance
- Front Balance
- Squat on One Leg
- Swing Turn

On the Beatboard or Springboard:
- Clap Hands Overhead
- Clap Hands Behind Back
- Jump and Tuck
- Jump and Turn
- Jump and Arch
- Jump and Straddle Legs
- Jump and Pike

On the Horizontal Bar:
- Hang Like a Monkey
- Roll Over Barrow
- Pull-Ups
- Skin the Cat
- Pullover
- Hang by the Knees

On the Climbing Rope:
- Chinning
- Chin and Tuck
- Double Rope Hang
- Reverse Rope Hang
- Swinging
- Climbing

PHASE III—GRADES 5-6

PHASE III—Locomotor Movements

Performance Skills for Walking:

Student should be able to—
- walk with coordination and precision in a marching unit.
- walk with correct postural positions.

Performance Skills for Jogging:

Student should be able to—
- jog for 5 minutes.

Performance Skills for Running:

Student should be able to—
- run a 40-yard dash
- run a 600-yard run-walk in a reasonable amount of time.

Performance Skills for Jumping:

Student should be able to—
- perform a standing long jump of 4 feet 9 inches or better.
- perform a running long jump of 8 feet or better.
- perform a jump and reach 10 inches or better.
- design and maneuver an obstacle course utilizing various locomotor movements.
- perform a running high jump of 36 inches or better.

Performance Skills for Hop, Step, Jump:

Student should be able to—
- perform the combination of the hop, step, jump standing and running.

Performance Skills for Sliding:

Student should be able to—
- perform a slide forward, backward or to either side.

Activity:

Try a variety of individual or dual activities for all locomotor movements such as:
- Running 50-yard dashes
- Jumping Contests
- Obstacle Courses
- Poison Tag
- Crab Tag

PHASE III—GRADES 5-6

PHASE III—Basic Rhythms

Performance Skill for Rhythm:

Student should be able to—
- perform step patterns in time to the appropriate music.
- perform rhythmic patterns alone and with a partner.
- perform traditional dance steps.
- use fundamental movements and steps with several children to make up a dance expressing a central idea.
- perform basic square dance steps and figures in response to singing calls.
- perform several new folk dances each year.
- identify the origin of various folk dances.

Activity:

Try a variety of group and dual activities for all rhythms such as:
- Troika
- Crested Hen
- Gustaf's Skoal
- Horah
- Put Your Little Foot
- Patty Cake Polka
- Jitterbug
- Highland Schottische
- Varsovienne
- Tinikling
- Five Foot Two
- Horse and Buggy Schottische
- Marching Through Georgia
- Teton Mountain Stomp
- Waltz of the Bells
- Break Dancing
- Aerobic Dance
- Lummi Sticks

PHASE III—GRADES 5-6

PHASE III—Object Handling

Performance Skills for Object Handling:

Student should be able to—
- throw a small size football to a partner.
- throw a small size football through a rubber tire.
- throw a small size football to a running teammate.
- punt a football beyond a line.
- place kick a football beyond a line toe/soccer style.
- catch a pass thrown from a distance while running.
- catch a punted ball on the fly or first bounce.
- pass a rolling ball to a moving partner.
- dribble a ball with alternating feet around 4 obstacles.
- kick a placed ball through a goal.
- punt kick a ball.
- block or trap a ball.
- hit a ball with either hand over a net.
- volley a ball from the back court to a teammate standing in the front court.
- volley a ball with a partner standing across the net.
- throw and catch a small size basketball as many times as possible in a minute with a partner, using a chest, overhand and bounce pass.
- throw a ball at a 36-inch circle target.
- throw a ball to a moving partner.
- dribble a ball forward moving either left or right.

Activity:

Try a variety of group and dual activities such as:
- Double Dodge Ball
- Four Square
- Obstacle Relay
- Score Keep Away
- Square Relay
- Rotation Dribble
- Kick Back
- Horse, Pig, 21, Around the World
- Lay-ups
- Free Throws
- Team Shooting
- Individual Shooting

perform several free throw shots.
perform as many lay-up shots as possible in one minute.
throw and catch a softball with a partner.
throw and catch a softball with a partner standing on base.
throw a ball for distance.
catch a ball thrown at a target.
catch as many high fly balls as possible out of 10 balls.
catch as many fast ground balls as possible.
hit as many balls as possible into fair territory from 10 pitched balls.
be aware of a variety of ways of striking a ball.
develop cooperative team strategies.
combine ball handling skills to play simple games.
run the bases.

PHASE III—GRADES 5-6

PHASE III—Games and Sports

Performance Skills for Games and Sports:

Student should be able to—
play several new running tag games without losing balance and working with others.
play several new ball games that involve the skills of the seasonal sports.
play several new games that can be played after school hours.
play several individual or dual sports each year.
participate in a track and field meet each year.
swim well to maintain self in deep water.
develop team strategies for various games or sport.
investigate the origin of a sport on an optional basis.

Activity:
Try a variety of group activities such as:
Modified Soccer
Basketball Express
Rotation Dribble
Sideline Basketball
Beat Ball
Kickball
Softball
Punt, Pass and Catch Football
Seven Up
Flag Football
9 Court Basketball
Initiative/Cooperative Games

PHASE III—GRADES 5-6

PHASE III—Stunts, Apparatus, Tumbling

Performance Skills for Stunts, Apparatus, Tumbling:

Student should be able to—
- perform several stunts that test agility, strength, flexibility, and balance.
- perform combinations of tumbling stunts.
- perform several couple balances and hold for four seconds.
- demonstrate ability to lead class in warm-up exercises.
- climb and descend a rope a distance of 10 feet.
- perform a vault over a bench.
- perform two chin-ups on a horizontal bar.
- create and perform a routine to music.
- demonstrate an awareness of body size and position in performing stunts on apparatus.
- appreciate individual abilities and capabilities while performing.

Activity:

Try a variety of individual or dual activities such as:
- Bear Dance
- Upswing
- Kip
- Seal Slap
- Headstand
- Cartwheel
- Handstand
- Back Walkover
- Handspring
- Hula Hooping
- Balancing on the Bean Bag
- Human Bridge
- Jump Through the Stick
- Pyramids
- Rope Climbing

On the Balance Beam:
- One Foot Hop
- Side Stepping
- Leg Swing
- Foot and Knee Balance
- Knee Balance
- Rear Support
- Front Support
- Cat Walk
- Squat on One Leg
- Squat Mount
- Rear Dismount; Front Dismount

On the Springboard or Beatboard:
- Clap Hands Overhead
- Clap Hands Behind Back
- Jump and Tuck
- Jump and Turn
- Jump and Arch
- Jump and Straddle Legs
- Jump and Pike

On the Vaulting Box:
- Squat Vault
- Straddle Vault
- Flank Vault

On the Horizontal Bar:
- Hang Like a Monkey
- Roll Over Barrel
- Pull-Ups
- Skin the Cat
- Scrabble Over Fence
- Pull Over
- Hang By Knees

AQUATICS

Beginning Swimming

Performance Skills:

Student should be able to—

- swim in deep water comfortably, safely, and without fear.
- execute proper breathing methods while swimming.
- execute opening eyes under water.
- execute a prone float and glide.
- execute a recovery from front and back floats without assistance.
- execute prone glide with kick.
- execute back glide with kick.
- execute the Trudgen stroke.
- execute the Trudgen crawl stroke.
- execute the inverted breast stroke.
- execute a roll-in dive from the pool side.
- execute a standing dive from pool side.
- throw a ring buoy.
- execute finning.
- execute turning over in the water.
- execute bobbing.
- execute treading water.
- execute underwater swimming.
- execute the ability to jump into deep water, tread, level off, and swim.
- execute the front crawl.
- execute the elementary back stroke.
- execute the back crawl
- execute the side stroke.
- execute the over-arm side stroke.
- execute breast stroke.
- execute a standing dive from the board.
- execute a feet-first jump from the board.
- swim for five minutes.

Evaluation:

- American National Red Cross Beginner's Swim Test.
- American National Red Cross Advanced Beginner's Swim Test.
- Endurance swim.
- Laps on each stroke.
- Jump and dive off low board.
- Test to determine the knowledge of safety and skill techniques.

References:

American National Red Cross, *Swimming and Diving.*

American National Red Cross, *Charts on Nine Styles of Swimming.*

American National Red Cross, *Swimming and Water Safety.*

Brown, Richard, *Teaching Progressions for the Swimming Instructor.*

Collis, Martin and Kirchoff, Bill. *Swimming.* Allyn and Bacon, Boston, 1974.

McAllister, Evelyn Ditton. *Easy Steps to Safe Swimming.* Barnes and Noble, Inc., New York, 1970.

Low Intermediate Swimming

Performance Skills:

Student should be able to—

- execute a pike surface dive.
- execute a tuck surface dive.
- execute a feet-first surface dive.
- execute sculling.
- execute a crawlstroke turn.
- execute a breaststroke and butterfly turn.
- execute a sidestroke turn.
- execute a backstroke turn.
- execute all strokes learned in beginning swimming.
- execute a standing front dive.
- execute a running front dive.
- swim for 15 minutes.
- disrobe in the water.
- use artificial respiration.
- execute all basic techniques.

Evaluation:

- American National Red Cross Intermediate Test.
- American National Red Cross Swimmer's Test.
- Swim for 15 minutes.
- Swim four lengths of each stroke.
- Dive off low board.
- Test to determine the knowledge of safety and skill techniques.

References:

Ryan, Frank. *Backstroke, Breaststroke Swimming, Butterfly Swimming.* Viking Press, New York, 1974.

Advanced Swimming and Lifesaving

Performance Skills:

Student should be able to—

- execute nine swimming strokes properly, safely and efficiently.
- swim combining all strokes for 15-30 minutes.
- execute the turns for each stroke in a closed course.
- execute a surface dive.
- execute underwater swimming.
- execute a spring dive from side of pool.
- demonstrate the knowledge of personal safety.
- execute the front head-hold release.
- execute the rear head-hold release.
- execute the double-drowning release.
- carry a victim.
- perform drown-proofing—a form of self-rescue.
- perform the elementary forms of rescue.
- execute the lifesaving jump.
- execute the front crawl approach with head out of water.
- execute the breaststroke with head out of water.
- execute the rear approach.
- execute the underwater approach.
- execute the approach to a submerged victim.
- execute blocking and parrying a victim's holds.
- support a victim.
- demonstrate a knowledge of lifesaving skills necessary for self-preservation and for giving assistance to others.

Evaluation:

- American National Red Cross Advanced Swimmer's Test.
- Endurance swim involving all nine strokes.
- American National Red Cross Lifesaving practical test.
- Test to determine the knowledge of swimming and diving. A final test should be based on lifesaving.

References:

American National Red Cross. *Basic Rescue and Water Safety.* Doubleday, Garden City, New York, 1974.
American National Red Cross. *Lifesaving, Rescue, and Water Safety.* Doubleday, Garden City, New York, 1974.
American National Red Cross. *Water Safety Instructors Manual.* Doubleday, Garden City, New York.

High Intermediate Swimming

Performance Skills:

Student should be able to—

- execute all basic techniques.
- execute all basic strokes.
- execute a standing front dive.
- execute a running front dive.
- execute a swan dive.
- execute a front jackknife.
- use artificial respiration.
- swim for 15-30 minutes.
- perform all elementary forms of rescue.
- disrobe in water.

Evaluation:

- American National Red Cross Swimmer's Test.
- Endurance test.
- Wilson Achievement Test for Intermediate Swimming.

Archery

Performance Skills:

Student should be able to—

- string and unstring a bow.
- withdraw arrows from target or the ground.
- shoot from distances of 20 to 30 yards.
- explain scoring procedures.
- use a bow sight.
- demonstrate a basic knowledge of shooting skills.
- understand and apply safety rules.
- increase the accuracy of point-of-aim in regard to the use of a range finder.
- explain terminology.
- demonstrate a knowledge of selection and care of equipment.
- explain tournament shooting.

Evaluation:

- Shooting form checklist.
- Accuracy skill test.
- Score for a given number of arrows at a variation of distances.
- Test to determine the knowledge of safety rules, basic steps in shooting, location of nocking point, determining proper arrow length, method of scoring, stringing a bow, methods of shooting, terminology, and shooting form.

References:

American Alliance for Health, Physical Education, Recreation and Dance, *Archery Skills Test Manual.* Reston, VA.

Annarino, Anthony. *Archery: Individualized Instructional Program,* Prentice-Hall, 1973, Englewoods Cliffs, New Jersey.

Pszezola, Lorraine. *Archery.* W.B. Saunders Co., Philadelphia, 1971.

Baier, Patricia; Bowers, Julia; Fowkes, C.R.; and Schoch, Sherwood. *The National Archery Association Instructor's Manual.* National Archery Association of the U.S., Colorado Springs, CO, 1982.

Americal Alliance for Health, Physical Education, Recreation and Dance, *Archery, A Planning Guide For Group and Individual Instruction, AAHPERD, Reston, VA, 1981.*

Badminton

Performance Skills:

Student should be able to:

- demonstrate the proper care of equipment.
- execute the forehand drive.
- execute the backhand drive.
- execute the serve.
- execute the overhand clear.
- execute the overhead clear.
- execute the backhand clear.
- execute the overhead smash.
- execute the net shots.
- demonstrate a knowledge and ability to apply rules and strategy.
- play a presentable game of badminton singles and doubles.

Evaluation:

- Wall Volley Test.
- Serving test for accuracy.
- Clear Test.
- Long Serve Test.
- Test to determine the knowledge of rules, method of scoring, basic strategy and use of equipment.

References:

Burris, Barbara and Olson, Arne. *Badminton.* Allyn and Bacon, Boston, 1974.

The U.S. Badminton Association, *Official Rules of Play,* 1977.

Basketball

Performance Skills:

Student should be able to—

- execute the fundamental skills of catching, passing, dribbling, shooting, rebounding, guarding, pivoting, and feinting.
- demonstrate an ability to apply sports etiquette in play situations.
- demonstrate a knowledge and ability to apply strategy in team offense and defense.
- demonstrate a knowledge and ability to apply the rules.

Evaluation:

- Push-Pass Test to measure speed and accuracy of passing.
- Speed-Pass Test to measure speed and rebounding ability.
- Pass, Dribble, Shoot Test to measure the ability to pass, dribble and shoot the ball with speed.
- Half-Minute Shooting Test to measure the ability to shoot under the pressure of a time limit.
- Test to determine knowledge of terminology, rules and strategy.
- Leilich Basketball Test.

References:

Casady, Donald. *Sports Activities for Men.* MacMillan Publishing Company, New York, 1974.

Mushier, Carole. *Team Sports for Girls and Women.* Wm. C. Brown, Dubuque, Iowa: 1973.

National Federation of State High School Athletic Associations, *Official Basketball Rules.* Kansas City, MO.

Basketball Skills Test Manual, AAHPERD, Reston, VA.

Physical Education and Sport for the Secondary School Student, AAHPERD, Reston, VA 1983.

Bicycling

Performance Skills:

Student should be able to—

identify basic parts of all bicycles.
execute the skills of ankling, balancing, dodging, mounting, dismounting, adjusting saddle and handlebars, stopping, avoiding obstacles and short radius turn.
repair a flat tire.
demonstrate a knowledge of the basic points in buying a bicycle.
demonstrate a knowledge and understanding of the laws and regulations that govern safe bicycling.
demonstrate a knowledge of selection, care, maintenance, and repair of equipment.
demonstrate efficient riding.
demonstrate a knowledge of the rearing and derailleur system.
demonstrate the knowledge of planning a trip.

Evaluation:

- Test to determine the knowledge of safety, basic repair, basic maintenance, fundamental buying points.
- Checklist to assess the use of proper hand signals and riding safety.
- Checklist to assess the skills of turning, dodging, stopping and starting, and tire repair.

References:

Montana Bicyclist Training Program, Montana Office of Public Instruction, State Capitol, Helena, MT 59620, 1981.

The Montana Bicyclist's Guide, Montana Office of Public Instruction, State Capitol, Helena, MT 59620, 1985.

Cross, Ken *Bicycle—Safety Education - Facts and Issues.* AAA Foundation for Traffic Safety, Bill Gatehouse Road, Falls Church, Virginia 22042, 1978.

Forester, John *Effective Cycling,* League of American Wheelmen, 782 Allen Court, Palo Alto, CA 94303, 1978.

Bowling

Performance Skills:

Student should be able to—

perform one of the ball delivery approaches effectively.
grip the ball properly.
roll a straight ball, a curve, a hook, and a back-up ball.
select a ball and shoes according to proper fit.
keep score.
identify the pins by number.
demonstrate the proper etiquette when bowling.
correct errors in bowling.
use bowling terminology.

Evaluation:

- Observation evaluation of performance skills.
- Test to determine knowledge of safety rules, methods of scoring, and terminology.

References:

National Bowling Council, Various Educational Materials, 1666 K Street, NW, Washington, D.C. 20006.

Mackey, Richart T. *Bowling,* Mayfield Publishing Co., 1980.

Fencing

Performance Skills:

Student should be able to—

- execute the correct grip.
- execute the correct body position.
- execute the advance and retreat footwork.
- execute the thrust.
- execute the lunge.
- execute the recovery.
- execute the reprise.
- execute the attack hand positions.
- execute the following attacks—beat, pressure, glide, bind, and development.
- execute the following parries—beat, lateral, semi-circular, circular.
- demonstrate a knowledge and ability to apply offense and defense strategies and tactics.
- demonstrate a knowledge of selecting and maintaining equipment.
- demonstrate a knowledge and ability to apply rules, terms, and safety procedures.
- execute the knowledge of target areas and methods of scoring.

Evaluation:

- Test to determine the knowledge of terminology, rules, methods of scoring, safety procedures, appropriate strategy, and care of equipment.
- Checklist to assess skill attainment.
- Construct a ladder tournament.

References:

Amateur Fencers League of America. *Fencing Rules and Manual.* Order from Secretary, AFLA, 249 Eton Place, Westfield, New Jersey.

Selberg, *Foil,* Addison & Wesley, 1976.

Bower, Muriel and Mori, Torao. *Fencing.* Wm. C. Brown, Co., Dubuque, Iowa, 1972.

Garret, Maxwell and Heinecke, Mary. *Fencing.* Allyn and Bacon, Inc., Boston, 1971.

Field Hockey

Performance Skills:

Student should be able to—

- execute basic stick work.
- execute the tackles—straight, left hand lunge, circular tackle, right hand lunge, left jab.
- execute passing—drive, push-pass, flick, fielding.
- execute goalkeeping.
- execute a roll-in.
- execute a bully.
- execute a scoop.
- demonstrate a knowledge and ability to apply strategy in team offense and defense.
- demonstrate a knowledge and ability to apply the rules.
- demonstrate an ability to apply sports etiquette in play situations.

Evaluation:

- Ball Control Test to measure the ability to dribble the ball around obstacle with a time limit.
- Goal Shooting Test to determine the ability to accurately shoot for a goal at set distances.
- Fielding and Drive Test to measure the ability to field a ball, control it and drive the ball away from the striking circle.
- Test to determine the knowledge of rules, strategy, history of the game, and terminology.

References:

Seaton, Don and Schmottlach, Neil. Physical Educ. Handbook. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1983

Gross, Vonnie. Inside Field Hockey, Contemporary Books, Chicago, 1979.

Powell, Agneta. 27 Hockey Stickwork Games and Rotations. Available from Sophia Dickson, 905 Sterling Street, Plainfield, N.J. 07062

Fishing

Performance Skills:

Student should be able to—

- execute the skills of the pick-up, back casting, forward casting, releasing for fly casting.
- execute the skills of back casting, foward casting, releasing, and retrieving for bait casting, spinning, and spin casting.
- execute the skill of manipulation of lures.
- execute the skills of playing and landing a fish.
- demonstrate a knowledge and understanding of the laws and regulations that govern fishing.
- demonstrate a knowledge of selection, care, and maintenance of tackle and equipment.
- demonstrate a knowledge of safety skills in and around the water.
- demonstrate a knowledge of fish lore.

Evaluation:

- Checklist to assess skill attainment.
- Test to determine knowledge of laws, regulations, terminology, selection and care of tackle.

References:

Frost, Reuben B. and Cureton, Thomas K. Jr., *Encyclopedia of Physical Education, Fitness and Sports,* American Alliance for Health, Physical Education, Recreation and Dance, Addison-Wesley Publishing Company, Reading, MA, 1977.

Lee, David, *Fly Fishing: A Beginners Guide,* Prentice-Hall, Inc., 1982.

Flag Football

Performance Skills:

Student should be able to—

- demonstrate officiating and scorekeeping.
- execute the skill of stance—line stance, center stance, backfield stance.
- execute the skill of blocking an opponent.
- execute the skills of passing—center pass, forward pass, pass receiving.
- execute the skill of running with the ball.
- execute the skill of punting the ball.
- demonstrate a knowledge and ability to apply team offense and defense strategy.
- demonstrate a knowledge and ability to apply the rules.
- demonstrate the knowledge of care and repair of equipment.
- demonstrate a knowledge of safety precautions.

Evaluation:

- Forward pass for distance and accuracy.
- Fifty yard dash with football.
- Punt for distance.

References:

Frommer, Harvey. Sports Lingo: A Dictionary of the Language of Sports. Atheneum, New York, 1979.

National College Physical Education Association. Touch Football-Official National Touch & Flag Football Rules, current ed., The Athletic Institute, Chicago.

Soccer-Speedball-Flag Football Guide, current ed., AAHPERD, Reston, VA.

Acuna, Augie. *Year Round Physical Education—Playground Flag Game Book.* Flag-A-Tag Co., Tuscon, AZ.

Potter, Jim. *NIRSA Flag and Touch Football Officiating Manual.* NIRSA, 1983-84.

Folk Dance

Performance Skills:

Student should be able to—

- execute the two-step.
- execute the schottische.
- execute the step-hop.
- execute the polka.
- execute the waltz.
- execute a balance step.
- execute the heel and toe polka.
- execute the step-swing.
- execute the step-draw.
- execute the mazurka.
- execute the Bleking Step.
- execute the grapevine.
- execute the pivot turn.
- execute the buzz step.
- demonstrate a knowledge of the terminology of folk dance.
- demonstrate an understanding of the folk lore of different countries.

FOLK DANCE CHART

Country	Dance	References
Arabia	Debka Rafrakh	2
Argentina	Ranchero	1,2,4
Australia	Bao Dance	1,2,4,5
Austria	Ennstaler Polka	2,4
Belgium	Chimes of Dunkirk	1,2,3,5
	Eide Ratas	1,2
	Oxteder Muhle	4
Bulgaria	Tropanka	1,2,4,5
Chile	Cueca Chilean	1,2,4
China	Ribbon Dance	1,3,4,5
Czechoslovakia	Doubleska Polka	2,4
	Vandra Polska	1,2,4
Denmark	Ace of Diamonds	1,2,3,4,5
	Crested Hen	1,2,3,5
	Dance of Greeting	1,2,3
	Danish Masquerade	1,2,4
	Danish Schottische	1,5
	Little Man In A Fix	1,5
	Polka Sextur	1
	Seven Jumps	1,2,3,4,5
	Sjampa	5
	Sonderburg Double Quadrille	5
	The Hatter	1,2,4
	To Tur	1,2,4
	Trallen	5
	Weaving the Wadmal	5
Dutch-Flemish	Dutch Foursome	5
	Eins, Zwei, Drei	2
	Practice Pas De Basque No. 2	

FOLK DANCE CHART

Country	Dance	References
England	Black Nag	1,2,4,5
	Circassion Circle	2,4,5
	Country Gardens	1,2,4
	Dargason	1,5
	Gaily Through the World	5
	Gathering Peascods	1,2,3,4
	Green Sleeves	1,2,3,4
	Miss Forbes' Farewell to Banff	5
	Newcastle	5
	Oranges and Lemons	1
	Picking Up Sticks	1,2,4
	Rufty Tufty	1,2,4
	Sailor's Hornpipe	1,2,3,4
	Sellinger's Round	1,2,3,4
	White Cockade	5
Finland	Practice Waltz	1,2
	Spinning Waltz	1,2,4,5
Finland	Practice Waltz	1,2
	Spinning Waltz	1,2,4,5
France	Garcon Volage	1,2,4
	Jibidi-Jibida	1,2,4
	Sur La Riviere	1
Germany-Bavaria-Austria	Alfelder	5
	At the Inn, To the Crown	5
	Bruder Lustig	1,2,4
	Bummel Schottische	1,2,3,4
	Butterfly	5
	Come, Let Us Be Joyful	1,2,3,4,5
	Deutcher Waltzer	4
	Das Bauermadl	4
	Foehringer Kontra	5
	Klapptanz	5
	Menuettwaltzer	4
	Putjenter	1
	Seven Steps	1,2,4,5
	Stopp Galopp	5
	Tampet	3,5
	Trampelpolka	4
	Zigeunerpolka	4
Ghana	Cha, Cha Kofi Sa	6
Greece	Ais Giorgia	2,4
	Gaitanaki Rodue	4
	Gerikina	2
	Hasapikos	1,2,4
	Kritikos Syrtos	1,2
	Miserlou	1,2,3,4
	Samiotisa	5
Hawaii	Dances of Hawaii	4
	Hawaiian Stick Dance	4
Hungary	Csardas	2,4

FOLK DANCE CHART

Country	Dance	References
	Cshebogar	1,2,3,4,5
Ireland	Bohreen Dance	1,2,4
	Donegal Country Round	1
	Galway Piper	5
	Irish Lilt	1,2,4
	Irish Washerwoman	1,2,3,4,5
	Migildi Magildi	1,2,4
	Stack of Barley	1,2,4
Israel	Bat Tsurim	2
	Hava Naglia	1,2,3,4
	Mayim! Mayim!	2,4,5
	Meechol Ovadya	1,2
	Patch Tanz	5
	Taam Haman	2
Italy	Neopolitan Tarantella	1,2,3,4
	Sher	2,4
	Sicilian Tarantella	1,2,3,4,5
Japan	Tanko Bushi	1,4,5
Liberia	Sande Zizel Dance	6
Lithuania	Finger Polka	1
	Kalvelis	1,2,4,5
	Ratukas	1
	Wooden Shoes	1,2,4
Mexico	Chiapanecas	4
	Jarba Tapatio	1,3,4
	La Cucaracha	1,3,4
	La Raspa	1,2,3,4,5
New Zealand	Lummi Sticks	4,5
Norway	Norwegian Mazurka	1,2,4
	Norwegian Mountain March	1,2,3,4
	Norwegian Polka	1
	The Rheinlander	1,2,4
	Tra-La-La-Ja-Saa	1,3,4
Peru	Los Llameros	1,2,4
Philippines	Bamboo Hop	4,5
	Philippine Mazurka	1,2
	Tinikling	1,3,4,5
Portugal	Fado Planquito	1,2,3,4
Romania	Alunelul	2,4
	Ciocarlanul	4,5
	Milanova Kola	1,3,4
	Rumunjsko Kola	1,2
	Ruzmarin Kola	1,5
Russia	Karapyet	4
	Korobushka	1,2,4,5
	Retchenko	1
	Troika	1,2,4,5

FOLK DANCE CHART

Country	Dance	References
Scandinavia	Circle Schottische	1,2,4
	Heel and Toe Polka	1,2,5
	Horse and Buggy Schottische	1,2,3,4
	Practice Schottische	1,2,4
Scotland	Bluebell Polka	5
	Bonnie Dundee	1
	Dashing White Sargeant	1,2,3,4
	Road to the Isles	1,2,4,5
	The Roberts	1,2,4,5
	Valeta Waltz	1
	Waltz Country Dance	
Sweden	Gustaf's Skoal	1,2,3,4,5
	Swedish Clap Dance	1
	Swedish Schottische	1
	Tantoli	1,2,3,4
Switzerland	Meitschi Putz Di	1,2,4
	Trip To Helsinki	5
	Weggis Dance	1,2,4,5
United States	Black Hawk Waltz	1
	Boston Two-Step	1,2,4
	Circle Waltz Mixer	1
	Five Foot-Two Mixer	5
	Haste to the Wedding	5
	Laces and Graces	1
	Put Your Little Foot	1,5
	Ten Pretty Girls	1,2,3,4,5
	Waltz of the Bells	2,5
Venezuela	Joropo	1,2,4
Yugoslavia	Nebesko Kolo	1,2,4
	Seljancia	1,2,4
	Tancuj	1,2,4

Chart References

1. Merrbach Record Service, Record Center, 2581 Piedmont Rd., N.E., Atlanta, Georgia 30324.
2. Hoctor Dance Records, Inc., Waldwick, New Jersey 07463.
3. RCA "World of Folk Dances," Record Center, 2581 Piedmont Rd., N.E., Atlanta, Georgia, 30324.
4. Dancer's Shop, Children's Music Center, 5373 West Pico Blvd., Los Angeles, California 90019.
5.. Education Activities, Inc., P.O. Box 392, Freeport, New York 11520.
6. Warren, Lee. *The Dance of Africa,* Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1972.

Evaluation:

- Checklist to assess skill attainment.
- Test to determine the ability to identify music, name of dance, or country and to perform the correct step.

Other References:

Bambra, Audrey and Webster, Muriel. *Teaching Folk Dancing.* Theatre Arts Books, New York, 1972.

Jensen, Mary Bee and Jensen, Clayne. *Folk Dancing.* Brigham Young University Press, Provo, Utah, 1973.

Kraus, Richard. *Folk Dancing.* MacMillan Company.

Dance A While, Harris, Pittman & Waller, Burgess Publisher.

Dauer, Victor, *Dynamic Physical Education for Elementary Children,* Burgess Publisher.

Records, any of Michael Herman's set of folk dances especially:

a. RCA LPM 1623 - All Purpose Folk Dances
b. RCA LPM 1624 - Folk Dances for Fun
c. RCA LPM 1622 - Folk Dances for All Ages
d. RCA LPM 1621 - Festival Folk Dances
e. RCA LPM 1620 - Happy Folk Dances

Michael Herman's Folk Dance House, New York City

Folk Dance Underground - Records at bargain prices. Write for catalog to Rich Langsford, P.O. Box N, Culver City, CA 90230.

Decker Records - Folk and Square records, supplies and equipment, (509) 924-9161 or (509) 926-2931; 504 N. Sargent Road, Spokane, Washington, 99206.

Frisbee/Folf/Ultimate

Performance Skills:

Student should be able to—
- throw and catch a frisbee with reasonable accuracy.
- demonstrate a variety of frisbee releases in throwing.
- throw a frisbee with a controlled curve.
- demonstrate knowledge of game rules.

GAMES AND ACTIVITIES
- Frisbee Softball/Baseball
- Frisbee Golf (Folf)
- Ultimate Frisbee
- Frisbee Pentathlon
  - Bull'seye Optional Throws
  - Accuracy/Hula Hoop Throws
  - Bull'seye Curve Throws
  - Distance/Accuracy Throws
  - Hangtime Throws

Evaluation:
- Test to determine the knowledge of rules, strategy and method of scoring.
- Test for accuracy in placement of thrown frisbee, the distance and hangtime.

References:

AAHPERD *Rules for Co-educational Activities and Sports,* 1900 Association Drive, Reston, VA 22091, 1980.

Golf

Performance Skills:

Student should be able to—
- execute the correct selection and utilization of the three basic clubs—woods, irons, and the putter.
- execute safety precautions.
- apply golf rules, terminology, and etiquette.
- evaluate one's own game of golf.

Evaluation:
- Medal Tournament—Students play a specified number of holes and the lowest scorer wins. Each day's scores are added to determine the winner.
- Match Tournament—Students are divided into flights, according to how well each one scored in a qualifying round. A flight may involve 4, 8, 16 or 32 players. One point is scored for winning each hole. If there is a tie on a hole, it is "halved" and no one wins a point for that hole. The winner of each hole is the person with the fewest strokes. Each player has an opponent for every match. Winners of each match play each other to determine the winner.
- Checklist to determine the correct grip, stance, and swing.
- Checklist to determine accuracy—have students hit a certain number of balls to a circle.
- Test to determine the knowledge of rules and strategy.

References:

Cheatum, Billye Ann, *Golf.* W.B. Saunders Co., Philadelphia, PA, 1975.
Chui, Edward, *Golf.* Goodyear Publishing Co., Pacific Palisades, CA, 1973.
Diaz, Carroll, *Golf: A Beginner's Guide.* National Press Books, Palo Alto, CA, 1974.
National Golf Foundation, Palm Beach, FL 33408.
U.S. Golf Association, Far Hills, NJ 07931.

Boys' Gymnastics

APPARATUS—Horizontal Bars

Performance Skills:

Student should be able to—
- execute a knee mount.
- execute a knee circle.
- execute skin-the-cat.
- execute a pullover.
- execute hip circles backward.
- execute a back pullover.
- execute a drop from the bar.
- execute a struggle-up.
- execute hip circles forward.
- demonstrate a knowledge and ability to apply the mechanical principles of each skill.

APPARATUS—Parallel Bars

Performance Skills:

Student should be able to—
- execute a straddle mount.
- execute a forward dismount.
- execute a backward dismount.
- execute a shoulder stand and roll-down.
- execute a back roll mount to straddle.
- execute a single and double leg-cut dismount from the end, facing inward.
- execute a forward roll.
- execute a single and double leg-cut dismount from the end, facing outward.
- execute leg circles from support position.
- execute hip from upper arm support position.
- demonstrate a knowledge and ability to apply the mechanical principles of each skill.

APPARATUS—Rings

Performance Skills:

Student should be able to—
- execute a swing and dismount on flying rings.
- execute an inverted hand on flying rings.
- execute skin-the-cat on still rings only.
- execute a bent inverted-hang on flying rings.
- execute a bird's nest on flying rings.
- execute a single-leg cuts.
- execute a double-leg cut off.
- execute a dislocation.
- demonstrate a knowledge and ability to apply the mechanical principles of each skill.

APPARATUS—Side Horse Vaulting

Refer to this section in Girls' Gymnastics and add the following skills for the boys.

Performance Skills:

Student should be able to—
- execute a neckspring.
- execute a basic leg cuts.
- execute single leg half-circles.
- demonstrate a knowledge and ability to apply the mechanical principles of each skill.

References:
Same as those listed under Girls' Gymnastics.

Girls' Gymnastics

APPARATUS—Side Horse Vaulting

Performance Skills:

Student should be able to—
- execute an approach.
- execute the take off.
- execute contact on the horse.
- execute a landing.
- execute a squat mount.
- execute a thief vault.
- execute a straddle-stand, forward jump off.
- execute a straddle vault.
- execute a stoop vault, bent hips ascent.
- execute a stoop vault, straight body ascent.
- execute a flank vault.
- execute a wolf vault.
- execute a front vault.
- execute a handspring.
- demonstrate a knowledge and ability to apply the mechanical principles of each skill.

APPARATUS—Uneven Parallel Bars

Performance Skills:

Student should be able to—
- execute the grips—overgrip, undergrip, mixed, dislocate.
- execute the moves on one bar—swan balance, single leg flank to stride support, single leg shoot through, back hip circle, single knee swing down and up, millcircle front hip circle.
- execute the moves from one bar to another—pullover, back pullover, double leg push, single leg push, kip from low to high bar, underswing from top to stride support.
- execute the releases—cast from high bar, hip circle low bar, cast from high bar, hip circle low bar, half twist, regrasp high bar, cast from high bar, hip circle low bar, eagle catch high bar.
- execute the dismounts—thief, cast off low bar with quarter turn, flank vault, rear vault with quarter turn, forward roll off high bar, underswing from low bar, underswing from high bar, squat through, front vault from high bar over low bar.
- demonstrate a knowledge and ability to apply the mechanical principles of each skill.

APPARATUS—Balance Beam

Performance Skills:

Student should be able to—
- execute the mounts—cross squat, back pullover, crotch seat, squat, knee scale, one leg squat, fence vault, wolf mount, straddle, forward roll.
- execute movements on the beam—walk, run, jump, turn, skip, balance seat, front scale, knee scale, one leg squat, straddle hold, splits, back arch.
- execute leaps—crouch, jump, step-hop, runs and leaps, skips, hitch kick, scissor kick, stag, cat leaps.
- execute tumbling and balance moves—back shoulder roll, forward shoulder roll, shoulder balance, cartwheel to hand balance, English hand balance, etc.
- execute dismounts—straddle toe touch, round-off, cartwheel, English handstand, etc.
- demonstrate a knowledge and ability to apply the mechanical principles of each skill.

APPARATUS—Floor Exercise

Performance Skills:

Student should be able to—
- execute ballet movements—toe stand, body wave, ballet touch, pirouette, spiral, stag leap, etc.
- execute balance skills—one-leg balance, arabesque, front scale, balance seat, hand balance, Yogi headstand, etc.
- execute flexibility skills—splits, straddle lean, needle scale, supine arch, back and front walkover.
- execute agility skills—shoot through, forward drop, valdez.
- execute tumbling skills—rolls, cartwheels, walkovers, etc.
- demonstrate a knowledge and ability to apply the mechanical principles of each skill.

Evaluation for Gymnastics

- Test to determine the knowledge of: how to set up and move equipment; how to care for equipment; how skills are performed; how to spot them properly; safety rules and the use of safety or spotting devices; and rules of competition.
- Grade each vault individually with definite parts to be judged, allowing two attempts at each.
- A checklist may be used to determine the number of skills successfully accomplished.
- Skill evaluation should include individual skills and routines created from these skills.

References:

Baley, James. *Handbook of Gymnastics In the Schools.* Allyn & Bacon, Boston, 1974.

Bedard, Irving, *Gymnastics for Boys.* Follette Publishing Co., Chicago, IL.

Lienert, Walter. *The Modern Girl Gymnast on the Uneven Parallel Bars.* Lienert's Gym Cap, 1010 West 64th Street, Indianapolis.

Musscrip, Alfreda; Hardenbergy, Helen; Rockwood, Grace M. *Apparatus Activities.* Burgess Publishing Company, 426 S. 6th Street, Minneapolis, Minnesota.

United Gymnastics Federation. *Code of Points.* AAU, 208 S. State St., Chicago, Illinois.

Vincent, William J. *Gymnastics Routines for Men.* W. B. Saunders Co., Philadelphia, 1972.

Women's Gymnastics—Coach, Participant, Spectator. Mimi Murray, Allyn & Bacon, Inc., 1979.

Biomechanics of Women's Gymnastics. Gerald S. George, Prentice-Hall, Inc., 1980.

Gymnastics for Girls and Women. Linda Carpenter, Parker Publishing, 1985.

Athletic Institute:

Better Gymnastics—How to Spot the Performer. William T. Boone, $10.

Men's Gymnastics. Gerald A. Carr, $16.95.

Teaching Gymnastics Skills to Men and Women. Phyllis Cooper/Milan Frnka, $14.95.

Feminine Gymnastics: Third Edition. Phyllis Cooper, $14.95.

Modern Women's Gymnastics. William A. Sands, $6.95.

Handball/Racquetball

Performance Skills:

Student should be able to—

- move efficiently.
- use both hands alternately for throwing and hitting the ball.
- demonstrate a knowledge and ability to apply offense and defense strategy.
- execute different types of shots—service, volley-kill, right-outside-corner-kill, right-inside-corner-kill, lob, overarm shots, sidearm, underarm and rebound shots from back wall.

Evaluation:

- The Cornish Test. The following test items are included: 30-second volley, front-wall placement, back-wall placement, power stroke, and placement service.
- Checklist to evaluate a player's ability to use right and left hands, move about the court efficiently, and demonstrate a variety of shots and services.
- Test to determine the knowledge of rules, strategy, and method of scoring.

References:

Armbruster, David; Musker, Frank, and Irwin, Leslie, *Basic Skills in Sports for Men and Women.* St. Louis: C.V. Mosby Company, 1971.

Official Handball Rules. Latest edition, New York: The Amateur Athletic Union of the United States.

Yukic, Thomas. *Handball.* Philadelphia, Pennsylvania: W.B. Saunders Co., 1972.

Stafford, Randy, *Racquetball: The Sport for Everyone,* The Stafford Company, 1984.

Map and Compass/Orienteering

This sport can combine cross-country running with land navigation. It can be constructed so that students compete for the best time over rugged terrain, using a compass, a topographic map, their common sense and training to pick the best and quickest way to cover the course. A fixed course should be planned with several checkpoints along the way.

Performance Skills:

Student should be able to—
- demonstrate the ability to utilize a compass.
- demonstrate the ability to read a topographic map.
- demonstrate endurance by successfully completing the course.
- demonstrate the ability to navigate the course.

Evaluation:

- Test to determine the knowledge of utilizing a topographic map, compass, and designing a navigable course.

References:

Kjellstrom, Bjorn, *Map and Compass, The Orienteering Handbook.* Charles Scribner's Sons, New York, 1976.

Bengtsson, Hans and Atkinson, George, *Orienteering for Sport and Pleasure.* Stephen Green Press, Brattleboro, VT, 1977.

Disley, John, *Orienteering.* Stackpole Books, Harrisburg, PA, 1978.

Ludwig, Gail, *Map and Compass,* Missouri Department of Conservation, Jefferson City, MO, 1983.

Silva Company, Box 966, Binghamton, NY 13902.

Outdoor Adventure Activities

Performance Skills:

Student should be able to:
- demonstrate a knowledge of safety skills in the selected activities.
- demonstrate a knowledge of selection, care, and maintenance of equipment.
- explain terminology.
- demonstrate basic knowledge and skill in selected activity.

Suggested Activities:

Initiative games—i.e., all aboard, untangle, four pointer, getup, circle stand, trust circle, and trust fall.

Knots—i.e., square knot, bowline, figure eight, clove hitch, half hitch, swiss seat.

Other activities:

Rappelling/Belaying
Climbing wall
Map & compass reading
Orienteering
Backpacking—techniques, equipment
Cycling
Skin diving, tubing, rafting
Basic canoeing
Sailing
Cross country skiing
Snowshoeing
Rodeo skills
Four wheeling
Rock climbing
Horsemanship

ROPES COURSE

Commando crawl
Tension traverse
Kitten crawl
Tire swing
Cargo net jump
Three rope bridge
Log swing
Two rope bridge

Evaluation:

- Test to determine knowledge of terminology, rules, safety rules, and strategies.
- Checklist to assess skill attainment.

References:

Mitchell & Meier, *Camp Counseling,* CBS College Publishing; Holt, Rinehart & Winston, 383 Madison Avenue, New York, NY 10017, 1983.

Darst, Paul W. & Armstrong, George P., *Outdoor Adventure Activities for School and Recreation Programs,* Burgess Publishing Company, 7108 Ahms Lane, Minneapolis, MN 55435, 1980.

Rohnke, Karl, *Cowstails & Cobras,* Project Adventure, Hamilton, Mass., 1977.

Self-Defense

The importance of a self-defense course for all students should not be on the personal vengeance skills, but rather on the skills of assault prevention. The major emphasis needs to be placed on the awareness for self-survival. An awareness program based upon the theme "What to do if" the following hazardous situations occur: walking, driving, obscene phone calls, babysitting, and hitchhiking need to be included in an introductory session. These skills can be learned without danger of injury and can be taught without special equipment or uniforms.

Performance Skills:

Student should be able to—

- execute all hand and arm skills— single hand blow, single hand blow to the arm, double hand blow to the neck and ears, side of fist blow, heel of hand blow, finger jabs, knuckle blow, fist blow, pinch and twist, scratching, elbow punch, finger bending, neck vise.
- execute all feet and leg skills— grind heel on the instep, stomp heel on the instep, scrape the shin, knee to the groin, power kick.
- execute wrist releases.
- execute body hold releases.
- execute the leap and parry in avoiding blows.
- execute a shoulder twist.
- execute strangle hold releases.
- execute defense skills from the ground.
- demonstrate a knowledge of the concept of balance.
- demonstrate a knowledge of the concept of leverage.
- demonstrate a knowledge of potentially hazardous situations and sexual assault.
- demonstrate a knowledge of avoidance and/or preventive strategies.

Evaluation:

- A checklist to assess skill attainment.
- Test to determine the knowledge of hazardous situations, body placement, appropriate releases for the situation, sensitive parts of the body, and how to execute any skill.

References:

Francis, Maureen. "Defend Yourself," *The Sports Woman,* Vo. 2, No. 3, May-June, 1974, P. 28.

Greenwalt, Julie, "A 1000-Hit Thug Tells How He Works," Life, January 28, 1972.

Gustuson, Donald and Masaki, Linda. *Self Defense for Women,* Allyn and Bacon, Inc., Boston, MA.

Masters, Robert. *The Complete Book of Karate and Self Defense.* Sterling Publishing Co., New York, 1974.

Pirnat, Janet Wenger. *Personal Defense Skills for Women.* Stipes Publisher, Champaign, Illinois, 1975.

Stock, F. Patricia. *Personal Safety: Defense for Women.* Burgess Publishing Company, Minneapolis, MN.

Shioda, Gozo, *Dynamic Aikido,* Kudansha International, 44 Montgomery Street, San Francisco, CA 94104.

The Boston Women's Health Book Collective, "Defending Yourself Against Rape," *Ladies Home Journal,* July, 1973, p. 62.

Selkin, James. "Rape," *Psychology Today,* January, 1975.

Offir, Carole Wade, "Don't Take It Lying Down," *Psychology Today,* January, 1975.

Walch, J. Weston. *Posters on Self Defense,* J. Weston Walch, Publisher, Portland, Maine.

Wyness, G.B. *Practical Personal Defense.* Mayfield Publishing Co., Palo Alto, California, 1975.

Shooting Sports

Performance Skills:

Student should be able to—
- execute safety precautions.
- demonstrate a knowledge of laws and regulations.
- identify the intelligent use of sporting arms.
- demonstrate the ability to correctly handle the gun.

Evaluation:

- Accuracy test with student firing five rounds from a prone, sitting, kneeling and standing position.
- Test to determine the knowledge of safety rules, method of scoring, terminology, state and federal laws.

References:

Sporting Arms and Ammunition Manufacturers' Institute, *Shooting's Fun for Everyone.* The Institute, New York, free

Sporting Arms and Ammunition Manufacturers' Institute, *10 Commandments of Shooting Safety.* The Institute, New York, free.

Sporting Arms and Ammunition Manufacturers' Institute, *What Every Parent Should Know When a Boy or Girl Wants a Gun.* The Institute, New York, free.

Remington Arms Company, Inc., Bridgeport, CT 06602.

National Rifle Association, Washington, D.C., 20076.

Daisy Company, Rogers, AK 72750.

Soccer

Performance Skills:

Student should be able to—
- execute the skill of running.
- execute the skills of kicking—long kicks, instep kick, side-of-foot kick, short kick, push-pass, lob pass, flick kick, heel kick.
- execute the skills of dribbling—inside-of-foot dribble, outside-of-foot dribble.
- execute the skills of trapping—inside of lower leg, front of both legs, sole of foot, inside of both legs, heel trap, inside of thigh trap.
- execute the skills of passing.
- execute ths skills of tackling—hook, split, front tackle, side tackle.
- execute the skill of punting.
- execute the skill of heading.
- execute the skills of volleying—knee, foot, shoulder.
- execute the skill of drop kicking.
- execute the skill of dodging.
- execute the skill of body bocking.
- demonstrate an ability to apply sports etiquette in play situations.
- demonstrate a knowledge and ability to apply strategy in team offense and defense.
- demonstrate a knowledge and understanding of the rules.
- demonstrate the abilities of officiating and scorekeeping.
- demonstrate a knowledge and ability to apply safety measures.

Evaluation:

- Warner Soccer Tests.
- Checklist to assess the skills of trapping, heading and volleying.
- Shaufele Soccer Volleying Test.
- Test to determine the knowledge of terminology, rules and strategy.

References:

Thomson, William. "Teaching Soccer." Burgess Publishing Co., Minneapolis, MN, 1980.

Official NCAA Soccer Guide, College Athletics Publishing Service, 349 East Thomas Road, Phoenix, AZ.

Ingels, Neil B., Jr., *Coaching Youth Soccer.* Page-Ficklin Publications, Monterey, CA, 1976.

Seaton, Don and Schmottlac, Neil. *Physical Education Handbook.* Prentice-Hall, Inc., Englewood, Cliffs, New Jersey, 1983.

Ingels, Neil B., Jr., *Coaching Youth Soccer,* Soccer Publications, Inc., 3530 Green Rd., Palo Alto, CA 94303.

Csandi, Arpad. *Soccer,* Sportshelf, New Rochelle, New York, 1972.

Rosenthal, Gary. *Soccer: The Game and How To Play It.* Lion Books, New York, 1973.

Worthington, Eric. *Teaching Soccer Skill.* Lepus Books, London, England, 1974.

Social Dance

Performance Skills:

Student should be able to—

- execute a walking step.
- execute a fox trot.
- execute a waltz step.
- execute a Rumba step.
- execute a Bossa Nova step.
- execute a Charleston step.
- execute a Cha Cha step.
- execute a swing or a Lindy step.
- execute a Mambo step.
- execute a Samba step.
- execute a Tango step.
- demonstrate a knowledge of the terminology of social dance.
- demonstrate the ability to apply etiquette in social situations.
- demonstrate the ability to apply the correct step with the tempo of the music.

Social Dance Chart

Dance Steps	Music	Reference
Fox Trot	September In The Rain	1
	Blow Your Horn	1
	Easy To Love	1
Waltz	Beautiful Love	1
	Moon River	1
Rumba	Frenesi	1
	Speak Low	2
Bossa Nova	Fly Me To The Moon	1
Charleston	Charleston	1
Cha Cha	In A Little Spanish Town	1
	Never On Sunday	2
	Cherry Pink	2
Swing or Lindy	Undecided	1
	Jersey Bounce	1
	Blue Moon	2
Mambo	Mitch's Mambo	2
	Coffee Mambo	2
Samba	Ay, Ay, Ay	1
	Come To The Mardi Gras	2
Tango	Hernando's Hideaway	1
	Ideas	2

Chart References

1. Children's Music Center, Inc., 5373 West Pico Blvd., Los Angeles, CA 90019.
2. Hoctor Dance Records, Inc., Waldwick, New Jersey 07463.

Evaluation:

- Checklist to assess skill attainment.
- Test to determine the ability to identify music, name of dance, and perform the correct step.

References:

Nahumck, Nadia Chilkousky. *Teaching Guide: A Comprehensive Curriculum In Dance For Secondary Schools.* Dance Academy, Philadelphia, PA., 1970.

Alderson, Mary B. and LeCompte, Mary Lou. *Step Right In: Making Dance Fun for Boys and Girls.* Kendall Hunt Publishing Co., Dubuque, Iowa, 1973.

Ballroom Dancing: For Beginners and Bronze Medalists. Fifth edition. Leisure Time Books, New Rochelle, New York, 1973.

Moore, Alex. *The Revised Technique of Dancing.* Eighth edition. Leisure Time Books, New Rochelle, New York, 1973.

Villacorta, Aurora S. *Step By Step To Ballroom Dancing.* Interstate Printers and Publishers, Inc., Danville, Illinois, 1974.

The Art of Ballroom Dance. Dennis Fallon and Sue Ann Kuchenmeister: Burgess Publisher.

Dance A While. Harris, Pittman & Waller: Burgess Publisher.

Softball

Performance Skills:

Student should be able to—

execute the basic skills—pitching, catching, throwing, fielding, hitting, base running and sliding into base.
execute the abilities of officiating and scorekeeping.
demonstrate a knowledge and ability to apply safety measures.
demonstrate a knowledge and ability to apply game strategy.
demonstrate a knowledge and understanding of the rules.
demonstrate an ability to apply sports etiquette in play situations.

Evaluations:

- Test to determine the knowledge of rules, strategy, safety, officiating and scoring.
- Checklist to assess the skills of catching, pitching, underhand, etc.
- Throw for distance.
- Throw for accuracy.
- Underhand pitching at target.
- Fringer Softball Battery Test.

References:

American Association for Health, Physical Education, Division of Girls' and Women's Sports Softball Guide, National Education Association, Washington, D.C.

Jones, Billie J., and Mary Jo Murray. *Softball Concepts for Coaches and Teachers.* Wm. C. Brown Company, Publishers, Dubuque, Iowa, 1978.

Official Softball Guide and Rulebook. Amateur Softball Association, Oklahoma City.

Official Softball Rules (current ed.) The International Joint Rules Committee on Softball. P.O. Box 11437, Oklahoma City, OK.

Softball Rules—DGWS. American Association for Health, Physical Education, Recreation and Dance, Washington, D.C.

Speed-A-Way

Performance Skills:

Student should be able to—
- execute the skill of dribbling the ball with the feet.
- execute the skill of passing with either foot.
- execute the skill of trapping the ball.
- execute the skills of heading and shouldering the ball.
- execute the ability of guarding an opponent.
- execute the skill of kicking-up the ball.
- execute the skill of drop kicking.
- execute the skill of punting.
- execute the skill of place kicking.
- execute the skill of the throw-in.
- execute the skill of passing to a moving player.
- demonstrate an ability to apply sports etiquette.
- demonstrate a knowledge and ability to apply team offense and defense strategy.
- demonstrate a knowledge and ability to apply the rules.
- demonstrate the abilities of officiating and scorekeeping.

Evaluation:

- Attempt to intercept five passes.
- Same skill tests as used in speedball.
- Test to determine the knowledge of terminology, rules and strategy.

References:

Donnelly, Richard J.; Helms, William G. and Mitchell, Elmer D., *Active Games and Contests.* Second edition. "Speed-A-Way" pp. 478-480, Ronald Press Company, New York, 1958.

Speed-A-Way Guide Book. Marjorie S. Larsen, 1754 Middlefield, Stockton, CA.

Speedball

Performance skills:

Student should be able to—
- execute the ability of guarding an opponent.
- execute the skills of kicking a ball—instep kick, drop kick, kicking with inside and outside of foot, place kick.
- execute the skill of dribbling the ball with the feet.
- execute the skill of punting a ball.
- execute the skill of evading an opponent.
- execute the skills of trapping a ball—sole of foot, one leg trap, two leg trap.
- execute the skill of tackling a ball.
- demonstrate the skill of catching and throwing the ball while running.
- demonstrate the skill of pivoting the body.
- demonstrate an ability to apply sports etiquette in play situations.
- demonstrate a knowledge and ability to apply the rules.
- demonstrate a knowledge and ability to apply team offense and defense strategy.
- demonstrate the abilities of officiating and scorekeeping.

Evaluation:

- Timed dribbling through and around obstacles.
- Goal kicking using the place kick, drop kick, and penalty kick.
- Punting a ball for distance.
- Timed kick-ups.
- Kicking for accuracy and distance.
- Test to determine the knowledge of terminology, rules and strategy.

References:

Armbruster, David A., and others, *Basic Skills in Sports for Men and Women.* Fourth edition, C.V. Mosby Co., St. Louis, MO., 1967.

Square/Country and Line Dance

Performance Skills:

Student should be able to—

- execute a Shuffle step.
- execute a Balance step.
- execute a Promenade.
- execute a Do-Si-Do.
- execute an Allemande Left.
- execute a Grand Right and Left.
- execute a Sashay.
- execute a Right and Left Through.
- execute a Pass Right Through.
- execute a Ladies Chain.
- execute a Ladies Grand Chain.
- execute a Once-and-a-Half.
- demonstrate a knowledge of the terminology of square dance.

Square Dance Chart

Dance	Record References	Dance	Record References
Arkansas Traveler	2	Lowdown Hoedown	2
Banjo Ball	3	Marching Through Georgia	2
Brown-Eyed Mary	4	My Pretty Girl	4
Coming Around the Mountain	2	Ragtime Annie	2
Cripple Creek	1	Shuffle on Down	2
Honolulu Baby	1	Texas Star	4
Hurry, Hurry, Hurry	3	Turkey in Straw	4
Jessie Polka Square	4	Waltz of the Bells	4
Just Because	2		
Left Hand Lady Pass Under	2		

Chart References

1. Educational Activities, Inc., P.O. Box 392, Freeport, New York 11520.
2. Educational Record Sales, 157 Chambers Street, New York, New York 10007.
3. Hoctor Dance Records, Inc., Waldwick, New Jersey 07463.
4. Lyons, 530 Riverview Avenue, Elkhart, Indiana 46514.
5. MCA Records, 100 Universal City Plaza, Universal City, CA 91608.

Evaluation:

- Checklist to assess the skill attainment.
- Test to determine the ability to identify music, name of dance, and to perform the correct step.

References:

Jensen, Clayne and Jensen, Mary Bee. *Square Dancing.* Brigham Young University Press, Provo, Utah, 1973.

Jensen, Mary Bee and Jensen, Clayne R. *Beginning Square Dance.* Wadsworth Publishing Co., Belmont, CA., 1968.

Hipps, Harold and Chappel, Wallace. *A World of Fun.* The Methodist Publishing House, Sales Division, 201 8th Avenue, Nashville, Tennessee.

Dance	Record Reference	Dance	Record Reference
Amos Moses	1	Popcorn	1
Bad Bad Leroy Brown	1	Mockingbird Hill	1
Little Black Book	1	Ruby Red	1
Shindin' In the Barn	1	Cowboy Two-Step	1
Cotton Eyed Joe	1	Virginia Reel	1
San Antonio Stroll	1	Sublimas	1
Barnacle Bill	1	Salty Dog	1
Tennessee Birdwalk	1	Teton Mountain Stomp	1

Chart References
1. Hoctor Dance Records, Inc., Walwick, New Jersey 07463.

Instructions are provided with records.

Synchronized Swimming

Performance Skills:

Student should be able to—
- execute sculling.
- execute the surface dives.
- execute a dolphin.
- execute a ballet leg.
- execute a kip.
- execute a somersault.
- execute a marlin turn.
- execute a plank.
- execute an oyster.
- execute a shark.
- perform all basic strokes.
- choreograph swimming numbers.
- demonstrate the knowledge of the mechanics in producing a water show.

Evaluation:

- Laps of all strokes.
- Execution of an original number.

References:

Official AAU Rules for Competitive and Synchronized Swimming, Diving and Water Polo. Amateur Athletic Union, Indianapolis, Indiana.

Jones, Frances and Lindeman, Joyce. *The Components of Synchronized Swimming.* Prentice-Hall, 1975, Englewood Cliffs, New Jersey.

Tennis

Performance Skills:

Student should be able to—
- execute a forehand stroke.
- execute a backhand stroke.
- execute a serve.
- execute a volley.
- execute a lob.
- execute a smash.
- execute a drop shot.
- execute a half-volley.
- demonstrate a knowledge and ability to apply the rules, scoring, strategy and terminology.
- demonstrate an ability to apply sports etiquette in play situations.

Evaluation:

- The Dyer Backboard Tennis Test.
- The Hewitt Tennis Achievement Test.
- Hulac Rating Scale for the Tennis Serve.
- Tournaments that are appropriate for class use include: single elimination, single elimination with losers' bracket, double elimination, round-robin, ladder, and pyramid.
- Test to determine the knowledge of rules, method of scoring, terminology, and strategy.

References:

A Tennis Program for Elementary and Secondary Schools. Wilson Sporting Goods Co., 2233 West Street, River Grove, Illinois 60171.

Tennis Rules. Dayton Racquet Co., Arcanum, Ohio 45304.

Murphy, Chet and Murphy, Bill. *Tennis for the Player, Teacher, and Coach.* Saunders Co., Philadelphia, PA, 1975.

Chavez and Nieder, *Teaching Tennis,* Burgess Publishing Co., 1982.

Track and Field

Performance Skill:

Student should be able to—
- run dashes and distances at an acceptable speed for his age, size, and weight.
- jump acceptable height and distance for his age, size, and weight.
- throw an acceptable distance for his age, size and weight.
- execute an efficient sprint start and finish.
- run low hurdles if inexperienced and run standard hurdles if experienced.
- demonstrate a knowledge and ability to apply the rules for judging track and field events.
- demonstrate a knowledge and ability to apply the rules for relays.
- demonstrate an understanding and ability to apply the mechanical principles of each skill.

Evaluation:

- Checklist to assess skill attainment.
- Test to determine the knowledge of rules, terminology and judging.

References:

Seaton, Don and Schmottlach, Neil. Physical Education Handbook: Prentice-Hall, Inc., Englewood Cliffs, New Jersey. 1983.

National Federation of State High School Athletic Associations. Track and Field Rules (current ed.); Washington, D.C.

Foreman, Ken. Coaching Track and Field Techniques. Wm. C. Brown Co., Dubuque, Iowa, 1982.

Bowerman. Coaching Track & Field; Houghton Mifflin Co., Boston, 1975.

Tumbling

Performance Skills:

Student should be able to—
- execute a tripod.
- execute a tip-up.
- execute a headstand.
- execute a jump of 180 degrees.
- execute a jump of 360 degrees.
- execute a forward roll.
- execute a mule kick.
- execute a handstand.
- execute a handstand forward roll.
- execute a handstand chest roll.
- execute a forward dive.
- execute a handstand mule kick.
- execute a cartwheel.
- execute a round off.
- execute a roll back to neck.
- execute a back roll.
- execute a back roll extension.
- execute a limbre over.
- execute a back walkover.
- execute a front walkover.
- execute a valdez.
- execute a kip.
- execute a head spring.
- execute a neck spring.
- execute a front handspring.
- execute a back handspring.
- demonstrate an understanding and ability to apply the mechanical principles of each skill.

Evaluation:

- Points for a routine composed by students.
- Stunts attempted are check off on a pass or fail basis.

References:

Same as those listed under Girls' Gymnastics.

Volleyball

Performance Skills:

Student should be able to—
- execute the skills of passing the ball—overhead pass, forearm bounce pass, setting.
- execute the skills of serving the ball—underhand, overhand, floater, overhead.
- execute the skills of attacking—spike, drop volley.
- execute the skills of defending—net block, block.
- demonstrate an ability to apply sports etiquette in play situations.
- demonstrate a knowledge and ability to apply team offense and defense strategy.
- demonstrate a knowledge and ability to apply the rules.
- demonstrate an ability to officiate and scorekeep.
- demonstrate the knowledge of care and repair of equipment.

Evaluation:

- Repeated volley test.
- Serving test.
- Test to determine the knowledge of game history, rules, terminology, and strategy.
- Brumbach Service Test.

References:

Egstrom, Glen H. and Schaafsma, Frances. *Volleyball.* William C. Brown Co., Dubuque, Iowa, 1972.

Thigpen, Janet. *Power Volleyball for Girls and Women.* William C. Brown Co., Dubuque, Iowa, 1974.

Volleyball Guide. Current edition, The Division of Girls' and Women's Sports of the American Association for Health, Physical Education, Recreation and Dance, Reston, VA.

Physical Education and Sport for the Secondary Student, AAHPERD, Reston, VA, 1983.

Encyclopedia of Physical Education, Fitness and Sports, Frost, Reuben and Cureton, Thomas K. Jr., AAHPERD, Reston, VA, 1977.

Performance Skills:

Student should be able to—
- execute proper stances and correct referee's positions.
- execute several different take downs against resistance.
- execute several diverse escapes and reversals against resistance.
- execute the ability to counter an opponent's moves.
- demonstrate knowledge and ability to apply the rules and strategy of wrestling.
- demonstrate competence as an official, a timekeeper, and a scorekeeper.

Evaluation:

- Checklist to assess skill attainment.
- Test to determine the knowledge of rules, strategy, and scoring.

References:

Gianakaris, George and Damico, Frank. *The Handbook of Wrestling Drills.* A.S. Barnes and Co., Cranbury, New Jersey, 1974.

Umbach, Arnold and W. Johnson, *Successful Wrestling: Its Bases and Problems.* William C. Brown, Dubuque, Iowa, 1972.

Physical Education and Sport for the Secondary Student, AAHPERD, Reston, VA, 1983.

Frost, Reuben and Cureton, Thomas K. Jr., *Encyclopedia of Physical Education, Fitness and Sports,* AAHPERD, Reston, VA, 1977.

HEALTH-RELATED PHYSICAL FITNESS

Health-related physical fitness is:

(1) the ability to perform strenuous physical activity with vigor and without excessive fatigue, and

(2) demonstration of physical activity traits and capacities that are consistent with minimal risk of developing hypokinetic diseases.

IMPLICATIONS OF THE HEALTH FITNESS EMPHASIS

(1) Maintenance of good functional capacities in the health-related physical fitness components during childhood.
(2) Exhibition of a level of habitual physical activity sufficient to stimulate normal growth and development.
(3) Demonstration of a level of health-related physical fitness that minimizes the risks of later development of hypokinetic diseases, and
(4) Acquisition of the skills, knowledge, and attitudes that optimize the chances of maintaining good health-related physical fitness throughout life.

COMPONENTS OF HEALTH-RELATED PHYSICAL FITNESS*

(1) Circulatory—Respiratory Endurance: moderate contraction of large muscle groups until predetermined circulatory-respiratory state is reached.
(2) Flexibility: range of movement in a joint or a sequence of joints.
(3) Muscular Endurance: continuous muscular contraction until muscle is fatigued.
(4) Muscular Strength: contraction force of muscles.
(5) Body Composition: the relative percentage of fat and fat-free body mass.

EXERCISES FOR THE BODY

General Conditioning
- Jumping jacks
- Leg swings
- Forward bend (toe touching)
- Standing trunk twisting
- Lying trunk twisting

Arms, Chest and Shoulder Girdle
- Push ups (knees flexed)
- Push ups (knees extended)
- Twist and stretch
- Chest lift
- Arm(s) swinging
- Arm(s) circling

Waist and Abdomen
- Abdominal contraction
- Flexion of knees to chest
- Side flexibility
- Lateral bending
- Trunk twisting with knee touching to side
- Trunk twisting with leg extension
- Sit up with trunk twist
- Alternate leg lifting and lowering

Neck and Back
- Flexion and extension of neck
- Neck flexibility
- Neck flexibility with rotation of head

Hips and Thighs
- Hip bounce with side bobbing
- Hip rocking with sideward twist
- Hip rolling with knee touching
- Hip rolling
- Hip bouncing
- Trunk bouncing from hips
- Bobbing from hips with back extended
- Trunk stretching with toe touching
- Flexion and extension of the spine while sitting on heels

Feet and Legs
- Leg abduction on floor
- Leg abduction standing
- Side leg raising
- Standing leg lifts
- Running in place
- Leg lifts
- Double leg lifting and lowering
- Sit ups and leg lifts
- Running in place with long strides
- Pedaling
- Knee bends with knee upward raising
- Toe touching
- Knee raising

Relaxation
- Vertical pendulum swing
- Voluntary tension and relaxation
- Folding and unfolding
- Relaxed roll
- Relaxed fall

Partners
- Straddle pull ups
- Back to back leg lift
- Wheelbarrow, push up
- Front lie, trunk raise
- Back lie, leg swing

TESTS OF PHYSICAL FITNESS

Test:	Elementary Level	Secondary Level	Male	Female
AAHPERD Health-Related Physical Fitness	X	X	X	X
AAHPERD Youth Fitness Revised 1976 Edition	X	X	X	X

ADAPTED PHYSICAL EDUCATION

Adapted physical education is..."a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities and limitations of students with disabilities who may not *safely* or *successfully* engage in unrestricted participation in the vigorous activities of the general physical education program."

PROGRAM OBJECTIVES

- To assist the student in understanding the nature of his disability and its limitations.
- To contribute to the needed therapeutic exercise or correction program.
- To increase the student's awareness of potentials which may be developed.
- To assist the social adjustment of the disabled student.
- To assist in the development of the student's feelings of security and independence through improved physical functioning.
- To improve motor functioning to minimize the restrictions of the student's disability.

LEARNING OBJECTIVES

Psychomotor Objectives

To improve general physical health and appearance.

To develop and improve basic motor skills and fundamental body movements.

To increase physical stamina, motor ability and physical fitness through improved coordination, strength, muscular endurance, cardio-respiratory endurance, muscular power, agility, balance, flexibility and speed.

To improve posture, body mechanics, rhythm, grace and general control of body movement.

To improve sensory perception.

Affective Objectives

To develop the necessary skills and abilities for successful participation in wholesome physical education activity.

To increase social independence through a variety of group or team activities.

To experience greater degrees of acceptance and belonging through participation in and contribution to social and recreational activities.

To develop better self-help skills.

To adjust to group demand and to the group.

To develop respect for materials, equipment, and the rights of others.

To become more cooperative, to learn to take turns, and to share responsibilities.

To develop and exhibit leadership qualities.

To develop greater degrees of courage, self-confidence and poise.

To increase self-respect and develop a more positive self-image.

To experience satisfaction through participation.

To feel more secure in a variety of situations.

To experience recognition and approval for achievement.

Cognitive Objectives

To experience spontaneous and meaningful verbal and nonverbal modes of creative expression through dancing, singing, and mimetic activities.

To improve language development and communication skills.

To improve the ability to concentrate for longer periods of time.

To improve the ability to follow directions.

To develop problem-solving skills and abilities.

To become more curious about people, things, and situations.

To develop interests and skills that have lifetime value and application.

To become more observant and better able to understand, to remember and to make decisions.

To improve visual and auditory discrimination.

To sharpen tactile senses with or without visual clues.

To develop thought patterns for perception and involvement skills.

To improve visual-motor performance in dealing with concept skills.

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QUALITY FACTORS IN PLANNING

- Assignment to an adapted class should be based upon a physician's recommendation.
- Each child should have a specially designed program prepared jointly by the teacher and physician.
- Health data and other pertinent records of the child should be available to the teacher.
- Evaluation of pupil progress should be made at frequent intervals by the teacher.
- The teacher should be aware of the child's background, scholastic standing, and social competencies.
- The child must understand his own limitations and must adapt to activities accordingly.
- Atmosphere of trust must be cultivated with students while they are being encouraged to develop particular competencies.
- Opportunities for initial success must be provided. Students must be assisted in developing self-confidence, security, and status.
- The child should have a competency in a variety of sports, game skills, and safety habits necessary for leisure time activities.
- Organic vigor of the child should be developed within the range of the handicap.

LEVELS OF PARTICIPATION

Program Organizers	*Physical Levels*	*Type of Activity*
Physical Education Teacher	Unrestricted Activity	Full participation.
Physical Therapist or Occupational Therapist	Moderate Restriction	Participation in designated activities.
Student	Severe Restriction	Limited participation and a low level of acti
Nurse	Reconstructive or Rehabilitative Activity	Participation in a prescribed program of cor exercises or adapted sports.
Medical Doctor		
Principal		
Guidance Personnel		

SUGGESTION FOR MODIFYING ACTIVITIES

Activities can be modified to enable exceptional persons to take part without apology and with a sense of achievement through equal participation with others.

Shorten time periods.

Shorten distances.

Change the types of signals.

Use guide wires, ground surfaces with different sounding textures, hand rails, and similar devices.

Soften landing spots with mats.

Allow two hands intead of one where accuracy or power are involved.

Change the rules so that they do not contain as many limiting conditions which lessen success.

Lower nets, baskets.

Increase the size of the striking implement and the targets.

Increase or decrease the size of the ball, discus, or javelin.

Permit body positions such as sitting which increase stability in games usually played in a standing position.

MONTANA SPECIAL OLYMPICS

Purpose

The Montana Special Olympics is a program of sports training and athletic competition for mentally handicapped children and adults. The purpose is to assist the physical development of the retarded, as well as their social and psychological development through positive successful experiences in sports.

The major thrust of Special Olympics is at the local community level. Great effort is needed to influence schools to provide better physical education programs for the mentally retarded and to persuade communities to open their facilities.

Members

Eligible participants are those individuals who, on the basis of local assessment and evaluation, have been assigned to programs designed to meet the needs of the mentally handicapped.

Local association of retarded citizens.

Public school special education classes.

State hospitals for the mentally handicapped.

Montana Special Olympics

SPORT	Boys	Girls	Area Meet	State Meet
Swimming	X	X	X	X
Track Events	X	X	X	X
Field Events	X	X	X	X
Basketball	X	X	X	X
Bowling	X	X	X	X
Gymnastics	X	X	X	X
Soccer	X	X	X	X
Volleyball	X	X	X	X
Softball	X	X	X	X
Alpine & Nordic Skiing	X	X	X	X
Ice Skating	X	X	X	X

Elective Physical Education Courses
Performance Objectives

A student should be able to:

Demonstrate an understanding of a vigorous conditioning program which leads to a high level of physical fitness and prevents personal injury.

Specialize in chosen team or individual sports and develop a proficiency in these activities.

Apply motor skills pertaining to team and/or individual sports and delve more deeply into game strategies.

Demonstrate competencies in playing specified positions on teams.

Participate in a body building program geared to individual differences.

Demonstrate an appreciation of his/her performance of basic skills.

Exhibit sportsmanlike attitudes, teamwork, cooperation and leadership qualities.

Maintain safety awareness.

Demonstrate an understanding of or an appreciation for the need for desirable health practices including cleanliness, sleep and rest.

Optional Student Activities

Outdoor camping
Teacher assistant at elementary level
Organization of a community recreation program
American National Red Cross first aid training
Recreational sports
Teacher assistant in special education classes
Bicycling
Riflery
Lifetime sports
Conduct and perform in a track and field meet
Conduct and perform in a gymnastic meet
Conduct and perform in a swimming meet
Arrange and perform in a dance production
Arrange and perform in a swimming production

Intramurals

INTRAMURAL PROGRAM

WHY ? ? ? ? ? ?

The intramural sports program is generally accepted as the best title for recreational sports and activities promoted within the jurisdiction of the school. The program is an outgrowth of the total physical education program where the sport fundamentals have been taught in the instructional phase. It is designed to provide opportunities for the application of learned skills to actual game situations. The opportunity for student leadership through responsibilities in management of the activities can be provided. In addition, this program can provide the opportunity for fun and improved school morale.

NOON HOUR PROGRAM

This time period offers great possibilities for program development. The rural-consolidated schools have their student body almost entirely during this period. Well-planned and organized activities at noontime may eliminate the usual disciplinary problems because substituting something to do uses up surplus energy and provides added opportunities to maintain fitness.

It should be emphasized that noon-hour athletics and recreation is not a new idea, but in most schools throughout the nation the period is still unused and undeveloped. It would seem that a well-planned program is not the unique opportunity of the large school, but is perhaps even more workable in the smaller unit. Better organized programs gradually utilize a maximum of student leadership with a minimum of faculty supervision, using a rotating schedule of responsibility. Reports everywhere indicate that the program is a powerful influence on school morale and discipline, affording the student body an opportunity for participation in a wide range of activities to meet individual interests. There is no question about its success in substituting worthwhile pursuits for the many questionable uses of the luncheon period.

CO-RECREATIONAL PROGRAM

One of the most important considerations in the organization of a co-recreational program is the method of approach. Students and faculty alike must endorse its possibilities and be prepared for its administration. The calendar must be a product of student desire and expressed interests. It should be planned without conflicting with other social, athletic and academic activities. In schools of small enrollment, where one individual assumes most of the leadership responsibility, students could be organized into advisory committees. In larger schools the director of physical education must be in harmony with the other instructors. This must be a joint enterprise to be successful. Enthusiastic leadership is a prerequisite at the outset.

Dressing rooms must be arranged so that both sexes can be accommodated at the same time.

SUGGESTED ACTIVITIES

All activities suggested have been used successfully by schools of all types. The same activities taught in the instructional program may be included. The annual calendar of events should be well publicized in each school.

Composite List of Suggested Sports and Activities

Games and Activities for Grades 4-5-6

Bat ball
Bicycling
Club snatch
Dodge ball
Free throws
Hiking
Jacks
Jump the shot
Kickball
Kite flying
Marble tourneys
Model aircraft
Paddle tennis
Prisoner's base
Relays and stunts
Roller skating
Scooter contests
Softball
Spot shooting
Track and field
Shooting sports

Middle and Senior High Schools

Fall	Winter	Spring
Archery	Badminton	Archery
Baseball	Bowling	Fishing
Soccer	Dart Baseball	Softball
Bicycling	Gymnastics	Chess
Horseshoes	Handball	Croquet
Deck tennis	Ice hockey/skating	Dart games
Flag football	Indoor track	Track and field
Shooting sports	Table tennis	Paddle tennis
Golf	Water basketball	Shuffleboard
Hiking	Roller skating	Orienteering
Horseback riding	Volleyball	

Provides opportunities for all students
Administered by an individual competent in the specific skill area being offered.
Provides equal opportunities for both boys and girls under school jurisdiction.
Allows for student leadership opportunities.
Utilizes adequate facilities in relationship to the financial status of the school.

WHY ? ? ? ? ?

The intramural program is designed for students who do not participate in the regular interscholastic sports program.

Intramurals offer a splendid medium for greater expansion of competitive values to large sections of the student body not usually proficient enough to make varsity teams. They also permit inclusion of many sports and activities not usually found in the varsity program.

SUGGESTED ACTIVITIES

The following activities are outlined as a tentative guide for selection and all lend themselves to the middle or senior high school programs.

Outdoor Intramural Sports

Archery
Fishing
Horseshoes
Ice hockey
Ice skating races
Soccer
Softball
Speedball
Tennis

Indoor Intramural Sports and Activities

Badminton
Basketball
Basketball golf
Billiards
Bowling
Bridge
Checkers
Chess
Cribbage
Dart bowling
Handball
Paddle tennis
Shooting sports
Shuffleboard
Table tennis
Volleyball
Water basketball
Water polo

METHODS OF PROMOTION

Several approaches can be used to promote interest in intramural programs. Employed wisely and constantly, they make these programs an integral part of the total physical education program.

Activities handbook
Announcement bulletins
Message board
School newspaper
Awards system
Class tournaments

SUGGESTED COMPONENTS OF AN INTRAMURAL HANDBOOK

Attractive cover
Activities and program
Awards
Bulletin board
Champions of all years
Calendar of events
Equipment and facilities
Fees, forfeits, protests
Greetings from school officials
First aid and injury information
Units of competition
Independent organizations
Instruction in activities
League play-off regulations
Sports rules and regulations
Officials, managers
Participation statistics
Special features
Organization of the program
Objectives of intramurals
Postponements
Point system and scoring
All-time records
Recreational services
Equipment for picnics and parties
Co-recreational program
Swimming permits, foot hygiene
Locker and towel regulations
Staff and administration
Action photographs
General information
Entry instructions
Practice possibilities
Health examinations
Rules of various sports, if desired

APPENDIX

General References

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